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ABSTRACT

The personal, professional, and postgraduate educational development of graduates of six Michigan postsecondary institutions with programs that allow credit for experiential learning was examined. The two- and four-year programs also included a liberal-studies type curriculum, and experiential learning options included portfolio assessment, testing assessment, and cooperative/internship opportunities. Other study objectives included assessment of the relationship between experiential learning credit awards and academic performance and development of a model to identify characteristics of programs and individuals that contribute to postgraduate success. Telephone interviews and several small group interviews were conducted with 195 graduates of the Michigan programs. It was found that the younger, inexperienced group of students (or the reentry adult) was being served by the cooperative/internship programs, while the portfolio and testing programs were serving those individuals who believed they have acquired college-level learning and wished to have this learning recognized in an academic environment. Regardless of the type of personal development that graduates pursued, nearly all pointed to their program or classes as awakening an interest or increasing their awareness of the new activity. Overall, the internship/cooperative group was lower in the number of their goals realized by the program. This finding may be related to the fact that younger people, as in the internship and cooperative group, do not often enter their college programs with realistic and attainable career goals. No relationship was found between the number of experiential credits received by graduates and their grade point averages. A bibliography, sample telephone questionnaire, and institutional profiles for the six schools are appended. (SW)

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Experiential Learning Programs and Liberal Studies:

An Exploratory Model of Post-Graduate Success

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Michigan Consortium for the Evaluation of Nontraditional Education

EXPERIENTIAL LEARNING PROGRAMS AND LIBERAL STUDIES:

An Exploratory Model of Post-Graduate Success

March, 1981

Michigan Consortium for the Evaluation of Nontraditional Education:

Central Michigan University
Delta College
Detroit College of Business
Detroit Institute of Technology
Madonna College
Wayne State University

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Chapter I

INTRODUCTION

The Michigan Consortium for the Evaluation of Nontraditional Education was initiated when representatives from three Michigan institutions collaborated in an effort to secure federal funding to investigate the professional and personal development of their graduates who had completed a program of liberal-type studies (rather than a business or professional curriculum) and who had also taken advantage of experiential credit opportunities available through the schools.

Development of the Consortium

The three institutions: Central Michigan University, Delta College, and Detroit Institute of Technology, submitted a proposal for funding in the Spring of 1978. The original proposal was returned with suggestions for modifications, and about a year later the modified proposal was submitted. The second proposal was funded in October, 1979, and the consortium was able to begin its investigation.

Other institutions in the state were contacted by mail and asked if they would be interested in cooperating in the research project. Those institutions who felt their graduates met the criteria of completing a liberal studies type program with an experiential credit option and who were able to commit the resources necessary for participation in the project (primarily time to compile the lists of names and institutional data and time to evaluate the project progress), became members of the Consortium. The additional members were Detroit College of Business, Madonna College, and Wayne State University.

The institutions in the Consortium had three distinct methods of experiential credentialling: (1) portfolio evaluation of "unsponsored" learning, (2) testing evaluation of "unsponsored" learning, and (3) cooperative or internship programs of "sponsored" learning. [Keeton and Tate differentiate between "sponsored"

and "unsponsored" learning:

Sponsored learning " . . . occurs in the context of an institution of higher education where the learner is officially registered and the activity an accepted part of the student's program of study"; unsponsored learning occurs if a learning experience fails "to meet any element of this set of conditions" (1978, p. 4).]

Central Michigan University and Madonna College allow several methods of experiential credentialling. Madonna College has a coop program, a method of evaluating unsponsored learning by portfolio, and a method of evaluating unsponsored learning by testing--both the national CLEP program and a departmental course test-out program. The Madonna sample included graduates from each of the experiential programs. Central Michigan also has internship opportunities, CLEP and departmental testing programs, as well as portfolio evaluation. However, the Central Michigan sample was limited to graduates who had completed the portfolio method of evaluating unsponsored learning.

The Delta College sample was comprised of graduates who had completed an internship, sponsored experiential learning, in the Delta Urban Public Service program.

The Detroit College of Business and Detroit Institute of Technology samples were comprised of graduates who had completed a coop program through the Schools, and the Wayne State graduates were those who had received test-out or CLEP credit in Wayne's Weekend College.

Thus, through voluntary institutional participation the Consortium researchers were able to examine the personal and professional development of graduates who had participated in a variety of experiential educational opportunities.

Goals of the Project

The project as funded by the U.S. Office of Education (formerly the U.S.

Department of Health, Education and Welfare) articulated seven specific goals which were to be accomplished by the researchers:

1. Identify the relationship between participation in adult programs integrating experiential and liberal learning and subsequent personal development.

2. Identify the relationship between adult programs integrating liberal and experiential learning and subsequent employment opportunities of graduates.

3. Identify the relationship between participation in nontraditional programs combining liberal and experiential learning and subsequent performance in formal and informal programs of continuing education and in graduate education.

4. Identify the characteristics of students and programs which contribute to post-graduation success.

5. Construct a model based on the variables identified in the previous steps of the study.

6. Identify the relationship between experiential learning credit awards and academic performance.

7. Evaluate the effectiveness of the model.

Chapter II

REVIEW OF THE LITERATURE

The literature search for this project was conducted with two objectives: 1) to identify the different types of research and other works on liberal studies and 2) to compare differing operational definitions for the global concepts of personal and professional "success" of graduates of liberal and/or nontraditional programs.

The majority of the works on liberal studies were philosophical, expounding on the potential for integrating a liberal curriculum and experiential activities and on the benefits and goals of a liberal education. Few studies included applied research on both the liberal graduate and the nontraditional program.

Liberal Studies as a Curriculum

The advantage of a liberal studies curricular program was espoused by O'Toole (1974), who emphasized the unpredictive nature of the job marketplace. Believing that a career-oriented education could become outdated in today's changing job market, he suggested that the best choice might be a broad liberal curriculum in which a student learned how to learn. The graduate could pick up a skill later, he said (p. 20).

O'Toole appeared to be reacting to what he saw as a division of life into school, work, and retirement as separate and segregated activities. He concluded that attempting to make education specifically relevant to the work force has resulted in a glut of trained personnel in certain areas. He says, ". . . to improve the quality of life, institutions of higher education should not look to be more occupationally relevant but instead should look for ways to improve what they have always done best" (p. 21).

Smythe (1979) suggests that both practical and theoretical approaches to learning are necessary, because the practical completes the abstract concepts taught by theory. He suggests that the connotations attached to practical education--"easy," "urgent utility" and "patchwork"--are incorrect because practical means the "problem of practice rather than theory" (p. 9). Fry and Kolb (1979) identified specific learning traits of the liberal arts student. Using a grid, the authors placed liberal arts students in the "concrete/reflective" learner category, a learning style which emphasizes information. This learning style the authors labeled "divergent--a combination of concrete experience and reflective observation." The authors suggest that course environments might be altered to help the students develop learning skills in other areas.

Chickering (1977), Marland (1978), Rippetoe (1977) and Thorburn (1979) suggest practical methods for integration of work and liberal studies, an apparent contradiction of O'Toole. Chickering suggests that syllabi for liberal studies courses could be expanded to include "pertinent current social problems and related employment" (p. 138). Marland emphasizes that although a liberal education is necessary, it must be integrated with the world of work. Administrative staff need to provide career counseling and internship-type experiences and faculty need to relate their courses to potential careers, he said. Thorburn also suggests that field experiences complement the traditional liberal arts curriculum.

Rippetoe is subject-specific, suggesting criteria for a sociology program which would prepare undergraduates for employment rather than for graduate work. He says that academic units should define a body of skills for undergraduates and develop curricula to provide both these skills and supervised field work experiments. Rippetoe also feels the need to state that faculty

should support and encourage students who do not plan to enter graduate or professional schools (p. 239).

Henderson and Hyre (1979) suggest a project method of teaching data gathering, analysis and communication skills, skills which are often thought of as the goals of liberal curricula. Instructors would become facilitators and generalists rather than experts in content, they predict (p. 76-77).

Seiniger (1976) emphasizes that the dictionary definition of skill is the ability to use knowledge. He sees a hierarchy in career development in which each tier is comprised of a variety of elements in the lower tier, with a career being the peak. For example, careers are made up of the individual's different jobs which are in turn comprised of various activities. These activities include various activity elements which are based on the basic general skills and specific technical skills of the individual. Seiniger suggests that to complement liberal curricula cooperative arrangements could be made with schools that offer technical courses. Schools need to show liberal arts students how to use their knowledge, he says.

Thomas (1975) echoes Henderson and Hyre's and Rippetoe's curricular-specific methods of adding experiential components to educational programs in general. Creative problem-solving or problem-resolving activities which include fact-gathering, research and action can serve as a foundation for experiential learning activities, he said.

Hurtgen (1979) identifies five goals of a liberal education:

1) a knowledge of the unity or connectedness of all things

2) the ability to think, write and speak clearly

3) the development of a 'deep and enduring enthusiasm to do one thing excellently'

4) an understanding of the difference between living and living well

5) an acquisition of the capacity to be moved by beauty, by tragedy, by greatness in its many forms (pp. 37-38).

He suggests that internships can be used meaningfully to meet the first three goals, which are traditionally developed through classroom exercises.

Liberal Programs and Effects

Calvert (1969) traced career achievements of liberal arts graduates from 412 liberal arts institutions. He found the majority "satisfied with their occupations, their employers, and their progress" (p. 192). Finding the first job was the most difficult task for these graduates (p. 193), and Calvert suggests that these liberal arts schools should emphasize career planning for their graduates, if only to help the graduates set goals, and should add an intern or trainee-type activity to the fundamental program (p. 198). Calvert's comment about the difficulty of entering the job market is supported more than a decade later by Endicott (1980) who in an interview suggested that parents of new liberal arts graduates should wait 10 years before making a judgment about the value of the liberal arts degree.

Calvert noted that quality of the educational institution and "individual academic record correlate with higher earnings later in life" (p. 193).

Specifically studying liberal program graduates and nontraditional formats, Northeastern University in Boston was able to divide its liberal arts students into two groups--those who elected a cooperative component and those who did not (Wilson, 1974). The co-op students were more restrained in their expressions of attitudes, less authoritarian, and more selective in their social views. The co-op students also indicated less interest in pursuing intellectual or cultural activities for the sake of the pursuit. Although both groups had earlier expressed a desire to enter service-oriented careers, the co-op students shifted to a business emphasis. The groups differed demographically, with the co-op students being younger, male, from a lower socio-

economic background, and less certain of their career objectives when they entered the program. Therefore, the caution was expressed that the group differences might be attributed to demographic differences as well as the co-op experience.

Gamson and her colleagues (1977) looked at graduates of the University of Michigan's Residential College. (Although the program did not have an experiential component per se, the graduates were of the College of Literature, Science and the Arts who experienced a nontraditional living/learning environment.) The authors found no additional unemployment among the graduates, whose employment tended to be in occupations with maximum autonomy, creativity and involvement with people. The Michigan graduates were found to be experiencing employment similar to Harvard and Southern Illinois University liberal studies graduates.

Nontraditional Programs - Evaluated

Although many evaluators of nontraditional programs did not examine liberal studies curricular products per se, their work relates to the acceptability of nontraditional credits in the academic and industrial environments.

An especially unique study is by Sosdian and Sharp (1978), the first multi-institutional study appearing in the literature (p. 3). Sixty to 64 percent of the respondents had completed programs similar to those used in this study. The authors looked at the graduates' perceptions of the prestige and the negotiability of the degree, especially in the job market. Liberal studies graduates indicated they felt the degree had less negotiability than did graduates of other types of programs, and this attitude was especially prevalent among women. Paradoxically, women indicated more improvement in their job situations than men, especially in levels of responsibility. However, the

women tended to be in lower level jobs at the beginning of their programs. Negotiability in subsequent further education was hampered most often by lack of regional accreditation of the school and by nontraditional transcripts. Although students felt institutions were uncomfortable with programs which did not present a formal grade-point average, the institutions did not indicate this problem to the applicants.

Another multi-institutional study was Pringle's and Murphy's investigation of graduates of the Illinois Board of Governors program (1980). The researchers said the students most often cited personal goals as their reasons for entering the program.

Robinson and Hendel (1977) compared graduates of an Elective Studies Degree Program and a regular liberal arts program at the University of Minnesota. The BES graduates had fewer job changes after graduation, indicated no major difficulties with potential employers because of their nontraditional program, and had fewer plans to attend graduate school. Caution is expressed, however, that since these programs were selected by the students, the differences could be a result of the demographics students had before the program rather than a result of the program.

Employers of government workers in Bailey's (1972) study indicated that they relied on standardized tests rather than specific degree criteria for new employees. Of other employers about half indicated they would require more data if a student had completed a program with a nontraditional transcript. Professional school admissions respondents indicated that they found nontraditional transcripts difficult to evaluate and would be more apt to rely on standardized test scores for admissions decisions.

Harshman (1979) also talked with employers and found that personnel managers were unable to identify individual employees and associates who had completed the nontraditional Metropolitan College program of St. Louis University.

He found that degree completion appears to correlate with movement into middle management positions and/or with entry into professional positions and top-level management. Most of the graduates stayed with their current employer. The program goals of the students were primarily career-related, although many just wanted the satisfaction of completing a degree. These goals were also the top goals of the Sosdian and Sharp respondents.

Lehman's study of early Empire State College graduates (1974) found that the students were seeking job security and more responsibility. Many of the women were reentry women.

Zanville (1976) also found that professional schools would be more likely to rely on standardized tests, reference letters and other supplementary material for students who have nontraditional transcripts. She found that the institutions were aware of the concepts underlying nontraditional education but lacked knowledge about specific nontraditional programs.

Operational Assistance

Sosdian and Sharp had a comprehensive instrument which was adapted to the telephone format for this study. The researchers assessed the nontraditional credential as an employment asset and as it was applied to the graduates's further education. Components of the questionnaire were also used in Harshman's study, and the concepts appeared in many others. For personal development, both Astin (1977) and Pace (1975) had developed instruments to assess changes in the undergraduate student after completion of a program. Astin's comprehensive instrument covered subjects which included religiousness, hedonism, patterns of behavior, athletic involvement, verbal aggressiveness, increase in smoking and academic involvement. Pace divided personal development into nine areas: reading, religion, international/cultural, music, state/national politics, community activities, drama, art, and science. Pace's instrument was adapted to this study. Also useful was a list of general probes provided by Mentkowski and Much of Alverno College.

Summary of Literature

The literature supports the nontraditional program as a viable educational opportunity, whether students complete a liberal-type curriculum or some other program. Educational planners are concerned that the liberal curriculum should include some applications component and suggest practical classroom methods of incorporating new emphases. Although most of the evaluative studies are institutional, at least two cross-institutional studies have been published. The liberal studies graduate does not seem to be suffering in the employment world, although the professional rewards of a liberal education may be slower in manifesting themselves than will the rewards of a more specific or professionally oriented curriculum.

Chapter III

METHODOLOGY

Sampling

Members of the sample for the project were selected by the random stratified method. Each participating institution submitted a list of graduates of their two-year and four-year programs. The graduates had received some type of experiential credit in their programs. Because one of the project goals was to have each school equally represented, the sample was selected separately from each list and the school or participating institution became the strata*.

A random number method was used to generate 45 names from each school's list. When the list submitted included fewer than 45 names, the entire list was considered the sample. Two institutions were in this category.

Each school's list was handled appropriately for the type of information included. For example, one school's graduates were listed by major without indication of participation in the experiential learning option. Once the list of 45 was generated, these names were checked to be certain the graduate had received experiential credit. New names were selected by the random number method and added to the list as other names were deleted.

One school had identified the graduates' majors as well as experiential credits. Only those graduates with liberal-type majors were numbered and sampled. A third school had only business-type graduates in its experiential program, and graduates of this school were included as a type of control group. (Even though this study has been exploratory and the intent was to validate the model using a control group in the second year, the current control will lend perspective to the analysis.) [For specific information about the institutional curricula, please see Appendix I.]

*Most of the institutional programs were relatively new and the schools were encouraged to limit their list of graduates to those finishing in the last decade.

Contacting the Graduates

Letters were sent to each graduate in the sample informing the graduate that the study was being conducted and that an interviewer would be contacting him or her by telephone. The letters were signed by officials of the school where the graduate had finished a program.

This process alerted the researchers that many of the sample had relocated. A search for telephone numbers indicated that many of the urban graduates had unpublished telephone numbers. The parent schools were contacted and began a search of relevant institutional offices to procure more current information. Prior telephone numbers were called to make contact with parents or other relatives with whom the graduates had lived as students. Letters were sent to those addresses which appeared to be valid, requesting that the graduate let us know his or her telephone number. When these efforts had been exhausted, the sampling process was begun again in order to try to attain the goal of 200 respondents divided reasonably equally among the six participating institutions.

Some oversampling resulted as letters crossed in the mail and continued efforts located additional graduates. The sampling method generated 233 names with "good" addresses and/or telephone numbers. Of that 233, fifteen refused to participate when contacted, 23 were never available by telephone during the interview period, and 195 completed the interview.

The completed interviews were divided among the institutions as indicated in Table 1.

Table 1
Respondents by Institution

	In Final Sample	Interview Completed
Central Michigan University	40	37
Delta College	51	45
Detroit College of Business	40	37
Detroit Institute of Technology	15	11
Madonna College	72	54
Wayne State University	15	11
Total	233	195

Questionnaire Development

Searches of the literature indicated that two comprehensive instruments had been developed to assess the professional and personal development of individuals who had completed academic programs. Sosdian and Sharp's instrument in Graduates' Experiences in Employment and Further Study: The External Degree as a Credential assessed professional development and Pace's Higher Education Measurement and Evaluation Kit had devoted an entire section to assessing personal development.

Both instruments had been designed to be self-administered and had to be adapted to the telephone interview format and combined into one interview schedule. Additional questions were added, and the instruments were combined into one interview schedule and pretested on a nonrandom sample of 15 graduates of a nontraditional master's-level program.

The Pretest

The pretest was structured with the goal of testing administration of the instrument. The sample was not endemic to the study but did include individuals who had been graduated from nontraditional programs and who had been exposed to experiential learning. Questions were open-ended with interviewers coding responses.

The graduates contacted were generally willing to talk about the program. Most recalled job-related improvements and had little intention of pursuing another degree program. (Because these respondent's had completed master's degree programs, a narrower program than liberal-type studies programs, these responses could have been anticipated.) These graduates were in general very supportive of the program and indicated that the nontraditional program characteristics had made pursuit of the degree possible.

As a result of the pretest, more personal development questions were added to the questionnaire, response categories were rearranged for easier interviewer coding, sections were color-coded, and questions were clarified or rewritten.

The final questionnaire was divided into six parts:

1) preprogram status and goals
2) previous employment
3) present employment
4) personal development
5) additional education
6) demographics

The final questionnaire is reproduced in Appendix II.

Interviewers

Interviewers were mature individuals, and most had completed at least a baccalaureate degree. Those who had not had made considerable progress toward their baccalaureate. This credentialling was considered necessary because the questions were open-ended and the interviewers were required to probe for explanations and expansion of the unclear answers. Without some understanding of the educational process and academic goals the interviewers would have been handicapped in their performance.

Interviewers were trained before the pretest and again before the actual interviewing was begun. In addition, a debriefing session was held after the pretest and midway during the interviewing to assess problem areas and clarify any areas which were causing problems.

Training for both the pretest and for the study itself consisted of an introduction to the project and to nontraditional educational opportunities. The interviewers were then "walked through" the entire questionnaire. For each question, possible answers were discussed and possible probes were suggested. In addition, each interviewer was given a typed list of general probes, as developed by Alverno College.

After the pretest the interviewers were asked to identify potential problem areas, especially those areas which were being misinterpreted by respondents and those areas which were difficult to follow correctly. Based on these comments and on a review of answers to the questions, changes were made in the format and the content.

Interviewing

Interviewing was conducted by telephone, and each interview was designed to last one half hour. Interviewers were instructed to be conscious of telephone time but to place priority on recording comments from the respondents and on encouraging the respondents to expound fully on each question. In order to assist the interviewers, recorders were made available for post-interview analysis and coding. Most interviewers used the recorders during the early sessions and later were able to function without them. During the interviewing sessions either the project manager or the project director was present to monitor, to answer questions, and to handle problems with respondents. Because most of the respondents had received a letter explaining the project, respondent-generated problems were minimal.

During the first few days of interviewing, time was scheduled almost every other day for the interviewers to share problems and suggestions.

Coding Data

Although the interviewers were responsible for coding the open-ended questions into specified response categories, many of the responses were still open-ended, and additional coding was necessary to assign numerical values to each answer.

One individual was assigned to code each completed questionnaire and to assign response-categories to the open-ended responses. The coder listed each response for the assigned categories and this listing was reviewed by the project manager several times during the coding. In addition, the final list was again reviewed and necessary changes were made.

During key-punch proofing, the project manager also spot-checked the coded questionnaires to be certain no consistent errors had been made and proofers checked for routine coding errors. Errors were corrected before the final data were analyzed.

Analyses

Because this study was intended to explore different types of programs with experiential learning components, the respondents were divided into three groups based on the type of experiential learning credit the graduate received. The groups were defined by: 1) portfolio assessment of unsponsored learning (n = 68), 2) cooperative or internship experiences--sponsored learning (n = 100), and 3) testing assessment of unsponsored learning (n = 27). An individual who received more than one kind of credit was categorized according to the predominant amount of credit.

Thus the analyses attempted to determine whether differences are found among graduates who have completed different types of experiential programs.

Where feasible the Michigan sample will be compared to the national sample surveyed by Sosdian and Sharp (see page 9). Although their sample was drawn only from external degree programs, many of the program characteristics were similar and comparison will be meaningful. Where structure of the instrument makes comparisons inappropriate, comparisons will not be made.

Each analysis was made twice, first with all respondents and then with those graduates who had completed a business-oriented curriculum removed.* Analysis of variance source tables are at the end of each chapter. The reader is cautioned to recognize that even though the sample was limited to graduates of specific Michigan programs, the graduates are a product of both their programs, their lives before the program and their experiences since graduation. Thus this study is looking at the graduate as he or she is today. Although at all times the study attempted to identify program effects, the graduate cannot be separated from his or her environment when post-graduate success is assessed.

*Unless results of the analysis were changed by the presence or absence of the business graduates, these additional statistics will not be repeated in the text. Because of their bulk, MANOVA source tables will not be reported for the "control-type" analyses which eliminated the business graduates; only significant statistics will be reported from these analyses. Complete analyses are available in the offices of the Institute for Personal and Career Development, Central Michigan University, and may be examined on request.

Chapter IV

DESCRIPTION OF THE GRADUATES

This chapter will describe the demographic characteristics of the graduates, their goals when they entered the program and the benefits these individuals realized from the program. The chapter will also identify differences in the graduates based on the types of experiential learning credit they were awarded during their programs.

General Profile

The graduates were about half male (44 percent) and half female (56 percent), and approximately 38 years of age. The average graduate was white (72 percent), married (62 percent), with one or no children living at home. Personal annual income ranged from $000 to $45,000 with a mean of $18,000. Household income for the respondents ranged from $3,000 to $75,000 with a mean of $29,000.

The majority of the graduates (59 percent) now hold a bachelor's degree, 28 percent hold an associates' degree, and 13 percent a specialist's or master's degree. Half expect to complete a master's degree*, while 19 percent expect to earn some sort of doctoral degree.

More than half (55 percent) have paid full-time work and 36 percent (or 44 percent of those employed) are working for the same organization that employed them during the program. Fewer than one-third of the working graduates (28 percent) saw their present jobs as other than part of their career pattern. Nearly 32 percent (39 percent of those employed) felt their jobs had career potential and 27 percent (33 percent of those employed) felt the jobs realized their career goals. Almost one-fourth (22 percent) of those who had not reached

*The question was "What is the highest degree you expect to obtain during your lifetime?" and this 50 percent may include some of the individuals who already hold a graduate degree.

their career goals felt a higher degree would be only moderately, less than moderately, or not at all helpful to find the type of jobs they really wanted.

Of the 17 percent who were not employed, many cited health problems or the economic recession as the reason, and at least two individuals had jobs lined up. Twenty of the currently unemployed had held at least one paid job since completing the program. Seventy-two percent of all the graduates are working in a field related to the program of study they pursued in the program. Nearly 60 percent felt their nontraditional program had been as good in the job market as a traditional degree, 12 percent said better, and the same number said worse.

Gender

The female respondents were divided: 46 percent in the portfolio group, 70 percent in the cooperative/internship group, and 33 percent in the testing group. A chi-square analysis indicated that the groups were significantly different in their proportion of males and females,* and one can conclude that the female graduates are concentrated heavily in the cooperative/testing programs.

A comparison to the national study conducted by Sosdian and Sharp (see page 9), who found that more than three-fourths of their survey population of nearly 3,500 external degree graduates** were male, indicates that these Michigan programs are serving more females than the national average would suggest. These differences could indicate that an increasing number of women are furthering their education or that the cooperative/internship programs attract predominately female students. (One of the institutions in the project with an internship program noted that its graduates were almost exclusively female; this comment was supported by the data in which 80 percent of the graduates contacted from this institution were female.)

*Chi-square with 2 degrees of freedom = 16.18; p = .000.
**3,500 was the original survey population. The national sample of respondents referred to in subsequent sections equalled 1,486 (Sosdian and Sharp, p. 4-6).

Marital Status

Sixty-two percent of all the respondents said they were married, 20 percent had never married, 15 percent were separated or divorced, and 4 percent were widowed. The distribution among the groups is shown in Table 2 below.

Table 2
Marital Status by Assessment Method

	Portfolio	Cooperative/ Internship	Testing	Total
Married	76.5%	48.0%	74.1%	61.5%
Never Married	4.4%	34.0%	3.7%	19.5%
Separated/Divorced	11.8%	17.0%	14.8%	14.9%
Widowed/er	7.4%	1.0%	7.4%	4.1%

Chi-square analysis indicated that the groups were significantly different in their marital status.* The cooperative/internship group was more likely to be single than either the portfolio or the testing groups. (Although this study did not separate the marital statistics by sex, the number of separated, divorced or widowed individuals in the heavily female cooperative/internship group (18 percent) is identical to the percentage of women in the Sosdian and Sharp sample with the same marital status.)

The percentage of married individuals in the testing and portfolio groups comes closer to the national sample average of 80 percent. However, none of the Michigan groups has as high a married component as the national group. The Michigan percentages corresponded more closely to the women in Sosdian and Sharp's study (65 percent married, 17 percent never married).

*Chi-square with 6 degrees of freedom = 33.88; p = .000.

Age

Average age of the Michigan respondents in 1980 was 38, two years older than Sosdian and Sharp's national sample had been when that group completed an external degree program. Because the Michigan group may have been out of school for several years, the ages may be comparable. The portfolio group had a mean of 44.9 years; the cooperative/internship group, 31 years; and the testing group, 44.5 years. An analysis of variance indicated the age differences among the groups were significant (see Table 4). Thus the cooperative/internship group is about 13 years younger than either the testing or portfolio groups, more likely to be female and less likely to be married.

Race

Although the majority of the respondents were white (73 percent), the figure is 16 percent lower than the national sample (89 percent). Black respondents made up 17 percent of the Michigan sample; Asian/Pacific Islanders, 6 percent; and other races, 4 percent. (See Table 3 below for a distribution among the groups.)

Table 3
Race by Assessment Method

	Portfolio	Cooperative/ Internship	Testing	Total
White	68.2%	74.0%	81.5%	73.1%
Black	4.5%	25.0%	14.8%	16.6%
Asian/Pacific Islander	18.2%	0.0%	0.0%	6.2%
Other	9.1%	1.0%	3.7%	4.1%

The high percentage of Black graduates could reflect the current racial make-up of Detroit, Michigan, where at least three of the programs draw heavily for their students. A fourth program is located in the suburbs of

Detroit. The high percentage of Asian/Pacific Islanders in the portfolio program can be attributed to one program which has a program center in Honolulu. Chi-square analysis indicated the racial distribution among the groups was significantly different.*

Thus the lowest percentages of both white and Black graduates are served by the portfolio group; the highest percentage of Black students is served by the cooperative/internship group, and all of the Asian/Pacific Islanders were in the portfolio group.

Number of Children at Home

The average number of children at home for the entire group was 1.2; the portfolio group reported a mean number of 1.4 children; the cooperative group, 1.0 children; and the testing group, 1.7. An analysis of variance indicated that the differences among the groups were significant (See Table 5). However, when the business graduates were removed from the analysis, the cooperative/internship mean increased to 1.4 children and the number of children for the entire sample increased to 1.4. The differences were no longer significant.

Thus the business graduates had fewer children than the rest of the internship/cooperative group. The number of individuals in the cooperative/internship group who said they had never married (34 percent) would suggest that this group on the average would have fewer children living at home.

Employment

Eighty percent of the Michigan graduates were working more than 10 hours per week; an additional two percent were working 10 or fewer hours per week. Sosdian and Sharp reported that 89 percent of their national sample was employed. The differences in these figures could reflect changes in the national economy or could reflect the differences in those who chose to return a mail questionnaire and those individuals who agreed to complete a telephone interview.

*Chi-square with 6 degrees of freedom = 39.97; p = .000.

Of the Michigan unemployed, nine were seeking work, six felt they were temporarily unemployed, and five were or had been in school.* Of the unemployed 10 percent had held at least one paying job since finishing the program.

Michigan in the summer of 1980 had an unemployment rate of 8 to 9 percent. Thus the number of employed seems to reflect well on these programs.**

The employed were divided 78 percent in the portfolio group, 78 percent in the cooperative/internship group and 93 percent in the testing group. Chi-square analysis indicated that the percentage of employed was not significantly different among the groups.*** Assessment method therefore was not a differentiating factor as far as being employed was concerned.

When the business graduates were dropped from the analysis, the chi-square approached significance ($p = .062$), indicating that the high employment rate in the cooperative/internship group may be attributable to the graduates of the business programs. Once again, considering the youth and entry-level status of this assessment group, Calvert's statement about problems in entering the liberal studies graduate in the job market and Endicott's recommendation that parents wait 10 years before evaluating a liberal studies program seem to be supported.

Income

Average earned income of the respondents was $18,149, about $3,000 higher than the national sample. The portfolio group reported a mean income of $21,255; the cooperative/internship group, $14,062; and the testing group $24,560. An analysis of variance indicated that the income differences among the groups were significant. (See Table 6.)

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*Categories were not mutually exclusive and respondents may overlap.

**The number of graduates living outside the state was 17 percent. Interviewing was done in May, June and July, 1980. Michigan Employment Security Commission unemployment figures were: May, 8.0 percent; June, 9.0 percent; July, 8.8 percent.

***Chi-square with 2 degrees of freedom = 3.15; $p = .207$.

Thus the portfolio and testing groups reported an income of from $7,000 to $10,000 higher than the cooperative/internship groups. The lower income should have been expected when one considers the youth, gender and marital status of the cooperative/internship graduates and the entry-level nature of the jobs they are probably holding. The increase from the Sosdian and Sharp sample could easily be attributed to inflation.

Summary of Demographic Data

The analysis of demographic data seems to indicate that the different experiential programs are serving at least two types of distinctly different clientele. The cooperative or internship programs seem to be serving a younger, female group with more Black and single individuals than either the testing or portfolio assessment programs. Except for number of children at home, the presence or absence of non-liberal studies graduates did not make a difference.

An employment rate of more than 80 percent in a state with an unemployment rate of 8 to 9 percent speaks well for the preparation of these programs. When examined with the age, gender and race of the respondents in mind, the lower income for the graduates of cooperative or internship programs does not seem unexpected.

Without the business graduates, the status of the cooperative/internship group seemed to support evidence which suggests that entry-level employment is more difficult for the individual who has completed a nonprofessional or nontechnical curriculum.

Table 4

Age by Assessment Method

Source:	SS	MS	df	F	P
Assessment Method	9071.60	4535.80	2	48.05	.0000*
Within	18028.73	94.39	191		
Total	27100.34		193		
Without business graduates:					
Assessment Method	3958.05	1979.03	2	20.16	.0000*
Within	15116.05	98.16	154		
Total	19074.10		156		

Table 5

Number of Children at Home by Assessment Method

Source:	SS	MS	df	F	P
Assessment Method	12.92	6.46	2	3.20	.0428*
Within	385.20	2.02	191		
Total	398.12		193		
Without business graduates:					
Assessment Method	2.96	1.48	2	.66	.5183
Within	345.71	2.24	154		
Total	348.68		156		

Table 6

Income by Assessment Method

Source:	SS	MS	df	F	P
Assessment Method	2911.13	1455.57	2	22.51	.0000*
Within	10217.29	64.67	158		
Total	13128.42		160		
Without business graduates:					
Assessment Method	2439.94	1219.97	2	15.81	.0000*
Within	9413.71	77.16	122		
Total	11853.65		124		

Chapter V

EXPECTATIONS AND ENTRY STATUS OF THE GRADUATES

This chapter will attempt to describe the status of the graduates when they entered the program, their financial support, their academic preparation and the expectations they held. The chapter will also assess how well the programs met the expectations of the students.

Entering the Program

When they entered the program 55 percent of the graduates had completed some college work, 63 percent had received some sort of credit at matriculation, and 67 percent subsequently completed some sort of internship or on-the-job experience for which they received credit. (See Table 7.)

These figures compare to nearly 75 percent of the Sosdian and Sharp sample who had been previously enrolled in either an associates' or a baccalaureate program. The lower number of individuals in the Michigan sample who entered the program with prior college work could be explained by the high number of cooperative/internship graduates. These programs are serving a younger, entry-level group who may not have had time to complete prior college work. These data were not analyzed separately.

Table 7

Academic Profile of Respondents at Program Entrance

College	Percentage Of All Respondents	Percentage of Category	N
Had completed work before entering program	54.9		107
Associates' Degree	11.3	20.6	22
Bachelor's Degree	1.5	2.8	3
Other Work	31.8	57.9	62
Had received credit when matriculating	62.6		122
CLEP Credit	5.1	8.2	10
Other testing credit	3.1	4.9	6
ACE Credit	0.0	0.0	0
Experiential Learning Credit	19.5	31.1	38
USAFI Credit	1.0	1.6	2
Transfer Credit	48.2	77.0	94
Other	10.3	16.4	20
Had completed an internship/job training	67.2		131
Program connected to previous job	18.5	27.5	36

Federal money (other than VA benefits) helped 43 percent of the students finance their education, while 33 percent used their current earnings and 29 percent used other personal resources. Only 16 percent received veterans educational benefits. (See Table 8.)

Eighty-three percent of the graduates had at least one job during the program, and 26 percent felt that their job had career potential. That job realized the career goals of 21 percent of the students. Employers gave moral support to 38 percent of the graduates and monetary support to 11 percent. (See Table 8.)

Table 8

Program Employment and Finance

	Percentage	N	Percentage of Employed
Employed During Program	83.1	162	
Feelings About Job			
Temporary: Making Decisions	7.7	15	9.3
Temporary: Paying Bills	9.7	19	11.7
Temporary: Wants Other Work	12.3	24	14.8
Career Potential	25.6	50	30.9
Realized Career Goals	21.0	41	25.3
Other	3.6	7	4.3
Employer Support During Program*			
Didn't Know	2.1	4	2.5
Gave No Support	28.7	56	34.6
Gave Moral Support	37.9	74	45.7
Promised Better Job	6.7	13	8.0
Monetary Contribution	10.8	21	13.0
Other Support	10.3	20	12.3
Financed Program*			
Current Earnings	33.3	65	
Other Personal Resources	29.2	57	
Veteran's Benefits	15.9	31	
Federal Money	42.6	83	
State Money	16.4	32	
University Money	13.3	26	
Relative's/Friend's Money	8.2	16	
Employer Subsidies	8.7	17	
Other	4.6	9	

*Categories are not mutually exclusive

Goals Realized by the Program: Expected

When the graduates entered the program, the most common goal was the satisfaction of completing a degree (42 percent). These data support the Sosdian and Sharp conclusion that their external degree graduates "were using the external degree program to achieve closure to something they had sought in many cases at least once before (p. 14)." [In the Michigan sample, 74 percent who had the goal did realize this satisfaction.] Other frequently mentioned goals were to obtain a credential for a job (29 percent), to develop a new career (23 percent), and to improve chances for pay or promotion (21 percent). (See Table 9.)

Respondents were not only asked what their goals were when they entered the program, they were also asked whether these goals were realized. (See page 1-4 of the questionnaire, Appendix II and Table 9.)

Of the number of expected goals realized, the group average was 1.4, and the numbers for individuals ranged from zero to 5. For the portfolio group, the average was 1.67 expected goals realized; for the cooperative/internship group, 1.18; and for the testing group, 1.58. A one-way analysis of variance indicated the differences among the groups were significant at .011. (See Table 10.)

The number of goals realized was further analyzed with degree level as a control, using the SPSS program MANOVA which applies a regression analysis for two-way analysis of variance. When assessment method was entered first in the equation, the main effect for assessment method was significant at .011. However, when degree level was entered first, degree level became the significant main effect ($p = .008$). When the business graduates were removed from the two-way analysis with degree level entered first, both main effects were significant at .016 for degree level and .015 for assessment method.

Expected Goals Realized by Degree Level:

Associates' Degree	1.02
Baccalaureate Degree	1.58
Master's or Higher Degree	1.44

Thus the respondents who now hold a bachelor's degree had the highest number of their goals realized by the program while those who now hold an associate's degree had the lowest.

Benefits Realized by the Program: Unexpected

The respondents were also asked if they had accrued any unexpected benefits as a result of completing their program. (See page I-5, 6 of the questionnaire and Table 9.) The group as a whole averaged 1.31 unexpected benefits. For the portfolio group, the average number of unexpected benefits was 1.59; for the cooperative/internship group, 1.12; and for the testing group, 1.33.

A one-way analysis of variance indicated that the number of unexpected benefits accrued from the programs differed significantly among the groups ($p = .051$). When the business graduates were removed from the analysis, the cooperative/internship average increased to 1.23, the overall average number of unexpected benefits increased to 1.40, and the differences were no longer significant. (See Table 11.)

The results were the same when the data were analyzed with degree level as control and assessment method was entered first in the equation. However, when the degree level was entered first in the equation, there were no longer any significant differences among the groups.

Thus the cooperative/internship group again indicated that the programs are not providing them with as many benefits as are being provided the portfolio or assessment groups. However, these differences disappear when the business graduates are removed from the analyses. The business graduates could have been more realistic in their expectations than the other cooperative/internship students. If so, they may not have been "surprised" with

unexpected results of earning a degree as often as the nonbusiness graduates. In addition, when the effects of different degree levels are removed, the assessment method no longer is a differentiating factor among the number of unexpected benefits realized by the groups.

Summary of Expectations and Program Entry Status

The data presented in this chapter indicate that more than half the graduates had completed some college work before entering the program and nearly the same number indicated one of their major goals was to finish a degree. More than a third relied on their personal earnings or other resources to finance their education, and more than 80 percent held at least one job during the program.

Nearly half felt they were working in a job that either realized their career goals or had career potential, a clear indication that nearly half the sample was not at an entry-level status professionally. Thus the program goals of these individuals would be different than the goals of those who were entry-level and would probably be tempered by the realism of at least some prior exposure to the job market.

The low number of expected goals realized should not be considered a poor reflection on the programs themselves. The respondents were asked to state their goals rather than to describe how many of their goals corresponded to a set list. Therefore, the data report only those goals prominent enough to be remembered years after the program was completed. The list of goals will not be compared to the results found by Sosdian and Sharp, even though the potential responses were identical, because in the Sosdian and Sharp study the list was communicated to the respondents. Thus comparisons between the two samples would be inappropriate.

Conversely, the higher number of goals and benefits realized by the testing and portfolio groups could suggest that these individuals who are older,

TABLE 9

Goals at Program Entry/Accomplishments

	Pre-program Goal		Goal Realized			Unexpected Goal Realized	
	N	Percentage	N	Percentage	Percentage of These Who Expected	N	Percentage
Monetary							
Improve Pay/Promotion	40	20.5	26	13.3	65.0	7	3.6
Improve Job Skills	30	15.4	18	9.2	60.0	4	2.1
Gain Credential For More Pay	14	7.2	8	4.1	57.1	1	.5
Gain Credential For Jobs	57	29.2	31	15.9	54.4	11	5.6
Develop New Career	45	23.1	18	9.2	40.0	33	16.9
Gain Professional License	1	.5	2	1.0	100+	1	.5
Obtain Prerequisites for Degree	22	11.3	15	7.7	68.2	14	7.2
Personal Satisfaction							
Wanted a Degree	81	41.5	60	30.8	74.1	8	4.1
Learn More About Subject	21	10.8	19	9.7	90.5	8	4.1
Intellectual Curiosity	NA	NA	NA	NA	NA	9	4.6
Learn on Own	14	7.2	9	4.6	64.3	8	4.1
Family Pressure	3	1.5	4	2.1	100+	NA	NA
General Skills							
Fine Arts and Humanities	NA	NA	NA	NA	NA	7	3.6
Understand Own Abilities	NA	NA	NA	NA	NA	28	14.4
Think Analytically	NA	NA	NA	NA	NA	7	3.6
Write Well	NA	NA	NA	NA	NA	10	5.1
Speak Well in Public	NA	NA	NA	NA	NA	18	9.2
Other	25	12.8	19	9.7	76.0	78	40.0

and tend to be white males with higher salaries and more children, could have very concrete expectations and goals for an educational program and could have investigated the possibility of the program's meeting these goals even before applying. The credentialling assumed by testing and portfolio assessment suggests that these individuals were self-confident enough to submit their practical experience for scrutiny and recognized the immediate value of a credential.

As the original research questions of personal, professional and post-educational success are explored, the demographic differences of the assessment groups should be kept in mind.

Table 10

Expected Goals by Assessment Method; by Assessment Method and Degree Level

For one-way ANOVA:					
Source:	SS	MS	df	F	p
Assessment Method	8.33	4.17	2	4.65	.0109*
Within	137.92	.90	154		
Total	146.25		156		
Without business graduates:					
Assessment Method	12.54	6.27	2	8.19	.0005*
Within	96.50	.77	126		
Total	109.04		128		
For two-way ANOVA (MANOVA program):					
Between:					
Assessment by Degree	3.12	.78	4	.88	.4781
Assessment first:					
Assessment	8.33	4.17	2	4.70	.0105*
Degree Level	3.49	1.74	2	1.97	.1437
Degree Level first:					
Degree Level	8.99	4.49	2	5.06	.0075*
Assessment	2.83	1.42	2	1.60	.2060
Within	131.31	.89	148		
Total	146.25		156		

Table 11

Unexpected Benefits by Assessment Method; by Assessment Method and Degree Level

Source:	SS	MS	df	F	p
For one-way ANOVA:					
Assessment Method	8.75	4.38	2	3.03	.0505*
Within	272.50	1.44	189		
Total	281.25		191		
Without business graduates:					
Assessment Method	4.41	2.20	2	1.40	.2491
Within	38.79	1.57	152		
Total	43.20		154		
For two-way ANOVA (MANOVA program):					
Between:					
Assessment by Degree	10.39	2.60	4	1.82	.1261
Assessment first:					
Assessment	8.75	4.38	2	3.07	.0488*
Degree Level	1.37	.63	2	.48	.6199
Degree Level first:					
Degree Level	5.95	2.97	2	2.09	.1271
Assessment	4.17	2.08	2	1.46	.2341
Within	260.74	1.42	183		
Total	281.25		191		

Chapter VI

PROFESSIONAL DEVELOPMENT OF THE GRADUATES

One of the goals articulated for the project was to assess the effects of the programs on the professional development of the graduates. This chapter will attempt to assess the current employment status of the graduates, explore the employment changes noted by the graduates, and identify programmatic differences affecting professional development.

Employment Changes After Program

As noted earlier, 82 percent of the graduates are employed and an additional 10 percent have held at least one paying job since finishing the program. About 44 percent of the respondents who were employed indicated they were working for the same employer as they had been during the program.

Graduates who held at least one paying job during the program (83 percent) had been working for a variety of employers. Less than a third of those employed (27 percent, 23 percent of the entire group) worked for a public service-oriented organization. The second largest group (18 percent of those employed, 15 percent of the sample) worked in private non-manufacturing businesses, and the third largest group (15 percent of those employed, 12 percent of the sample) worked in private manufacturing concerns. (See Table 12.)

This compares to the current division of employers in which 13 percent of those who have changed employers and are currently employed work for public service-oriented organizations. The remainder of the working graduates who have changed employers are almost evenly divided among private manufacturing, private non-manufacturing business, private service-oriented firms, federal or state government and public education as an employer.

During their school years, almost one-third of the working students (32 percent of those employed) held a clerical or nontechnical position, compared to 18 percent of the working graduates. The number of individuals working in technical or supervisory positions or in professional/paraprofessional jobs

did not change much from pregraduation to post graduation (9 percent to 11 percent of the employed individuals in supervisory or technical positions and 36 percent to 39 percent of those in professional/paraprofessional jobs). The individuals in higher-level positions increased almost ten percent, from 22 percent of those employed during the program to 31 percent of the graduates.

More striking is the change in attitude toward their jobs: A fourth of the employed individuals (25 percent) saw their jobs as meeting their career goals during the program, while a third (32 percent) now feel they are employed in a job that meets these goals. Thirty-one percent feel the job they held during the program had career potential, and that figure increased to 39 percent for graduates. The number of individuals who felt they were in temporary or "holding" jobs fell from 36 percent during the program to 24 percent of the graduates who were employed. Thus we see a moderate but steady increase in career status and job level in the graduates.

In order to assess the job status of the graduates the respondents were once again divided into groups based on assessment methods, and the groups were compared. Professional development was assessed by the career status of the individual's current job, the number of expected job-related changes realized after the program, whether the graduate was working in a field related to his or her area of study, and the graduate's assessment of the degree as a marketable tool in job competition.

Career Status of Current Job

The graduates were asked if they felt their current job is of a temporary or "holding" nature, if it has career potential, or if it realizes their career goals (see Appendix II, for Section III, Question 7)?

If a score of one equals temporary or holding, two equals having career potential, and three equals realized career goals, the graduates reported an average of 2.05. For the portfolio group, the average was 2.31; for the

cooperative/internship group, 1.81; and for the testing group, 2.24. (See Table 13.)

A one-way analysis of variance indicated that the differences in perceptions regarding the career status of their jobs were significant among the groups; but when degree level was entered first, both degree level and assessment method became significant (See Table 14 and the graph following).

Although nearly all of the respondents rate their jobs at a high level, the cooperative/internship group feels it is in a lower level career status than either the portfolio or the testing group, and this assessment is constant even when the degree level attained by the graduate is considered. The cooperative/internship students are finding themselves in jobs which are not yet clearly leading to a career, and this finding seems to hold regardless of the curricular program pursued. Degree level also seems to affect the status of the job, but loses its effect when the effect of assessment method is considered first.

Once again, reference is to the demographics of the cooperative/internship group. Conceivably these younger, more entry-level individuals have not yet built a resume or have not yet located a job which promises mobility in the direction they seek. Reference can again be made to the economy of the state in which career development will be slower, especially for individuals trying to break out of entry-level jobs.

Career Changes by Employer Support

The graduates who had been employed during the program were asked if their employers had provided any type of support for their education. The respondents were categorized: 1) those whose employer provided no support during the program, 2) those whose employer provided intangible support during the program (e.g., moral support, promise of a better job), and 3) those whose employer provided tangible support during the program.

Within each support category, the proportion of individuals who had changed

employers was calculated and the groups were compared. Of the individuals who did not receive any support, 44 percent changed employers. Of those who received intangible support, 68 percent changed employers, and of those who received tangible support, 35 percent changed employers.*

A chi-square analysis indicated that the proportion of individuals who changed jobs differed among the groups.** Clearly the largest percentage of employer changes occurred in the group who received only intangible support. One wonders if unrealistic expectations were raised for those whose employers were supportive yet did not provide actual monetary support. Further analysis into the type of jobs held and comparisons of the expectations and internal employee rewards would be fruitful.

The question of career status and employer support was also analyzed for those individuals who had not changed employers.

Using the same scale of 1 to 3***, the group overall averaged 2.20 for their jobs during the program and increased to an average of 2.15 when asked how they felt about their jobs now. The distribution among the groups was:

	During the Program	Current Job
No Employer Support (n = 26)	1.92	1.96
Intangible Support (n = 17)	2.35	2.35
Tangible Support (n = 22/23)	2.41	2.22

A one-way analysis of variance indicated that the differences among the groups were significant (p = .050) for feelings about the jobs held during the program but were not significant for their feeling about the current job (p = .253). When the business graduates were removed from the analysis, neither analysis was significant. (See Table 15.)

Thus the groups who received tangible support of one kind or another from their employers dropped their rating of their jobs enough so that the differences

*When an individual indicated that the employer provided both tangible and intangible support, the individual was considered to have received tangible support.
**Chi-square with two degrees of freedom = 10.84, p = .004.
***1 = temporary or holding job; 2 = job has career potential; 3 = job realizes career goals.

among the groups were not significant for the current jobs, while those with no support increased their evaluation. This lowering of the career status raises the question of whether the employers' support raised unrealistic expectations with the employee, whether the employees had intended to change jobs but have not or whether the national economy (especially in Michigan where most of the respondents reside) has precluded advancement that might have been expected. Those who were supported by their employers are probably the individuals with greatest career potential. The program could also have broadened the horizons of the graduates who might now expect more from their jobs than they did before they acquired their education.

Job-Related Changes

When they entered the program, 57 percent expected to change jobs upon completion, and 46 percent actually did change jobs. An increase in job security was expected by 59 percent, and 48 percent actually feel this goal was accomplished. An increase in job responsibilities was expected by 65 percent, and a promotion or pay increase was expected by 63 percent, while 61 percent expected an increase in status or respect from co-workers. These goals were accomplished by 57 percent, 49 percent and 63 percent of the individuals respectively. (See Table 13.)

The question was asked: of the five possible job-related changes expected, did the number of actual changes differ among the groups (See Appendix II, for Section III, Question 12)?

For the graduates who were employed, the average number of expected changes was 2.99. These were divided among the groups: the portfolio group averaged 2.81 changes; the cooperative/internship group, 3.33; and the testing group, 2.20. A one-way analysis of variance indicated that the differences among the groups were significant ($p = .010$).

A two-way analysis of variance using degree level as a control indicated that both assessment method and degree level were significant in accounting for the differences among the groups. (See Table 16 and graph following.) These differences were significant whether the assessment method or the degree level was entered first into the equation.

Job Related Benefits by Degree Level:

Associates' Degree	2.999
Bachelors' Degree	2.79
Master's or Higher Level Degree	3.91

Clearly the master's degree holders accrued a higher level of expected job-related benefits than either of the lower degree levels. This might be expected. One could assume that an individual would be careful to assess his or her expectations before entering a graduate level degree program and would be reasonably certain that these expectations could be realized. Further research into job-related expectations of individuals entering different degree-level programs would be profitable.

When the business graduates were removed from the analysis, the cooperative/internship mean number of changes dropped to 2.98 and the overall average for the entire sample dropped to 2.76. The one-way analysis of variance was no longer significant ($p = .183$). For the two-way analysis of variance, assessment was no longer a significant main effect when entered into the equation first ($p = .154$), but the other results were consistent with the first analysis.

Thus the entry-level, younger individuals received more of what Sosdian and Sharp call "negotiability" for completing this degree program. That is they experienced more job-related changes as a result of their program. These results were especially important for the business graduates. A reasonable assumption could be made that, although the cooperative/internship group may

not have achieved job status comparable to the other two groups, these individuals are experiencing more work-related benefits as a result of the program.

An apparent inconsistency appears in which the number of job-related changes is high for the cooperative/internship group, although those in this group do not feel that their current jobs are yet of career-path level. In an entry-level position, the individual has nowhere to go but up. [The Michigan cooperative/internship group was made up of 70 percent women. Women in the Sosdian and Sharp study expected and received more job-related changes when they completed their program. The researchers noted that the women were more likely to have been employed in entry-level jobs than the men and thus should have expected these changes. (p. 52.)]

The cooperative/internship graduates are probably moving faster than the portfolio or testing graduates, but they have farther to go. Credentialling or degree completion seems to be especially important to the business graduates who may have needed the credential even to compete adequately in the job market. More research is certainly needed in this area.

Area of Study Related to Current Job

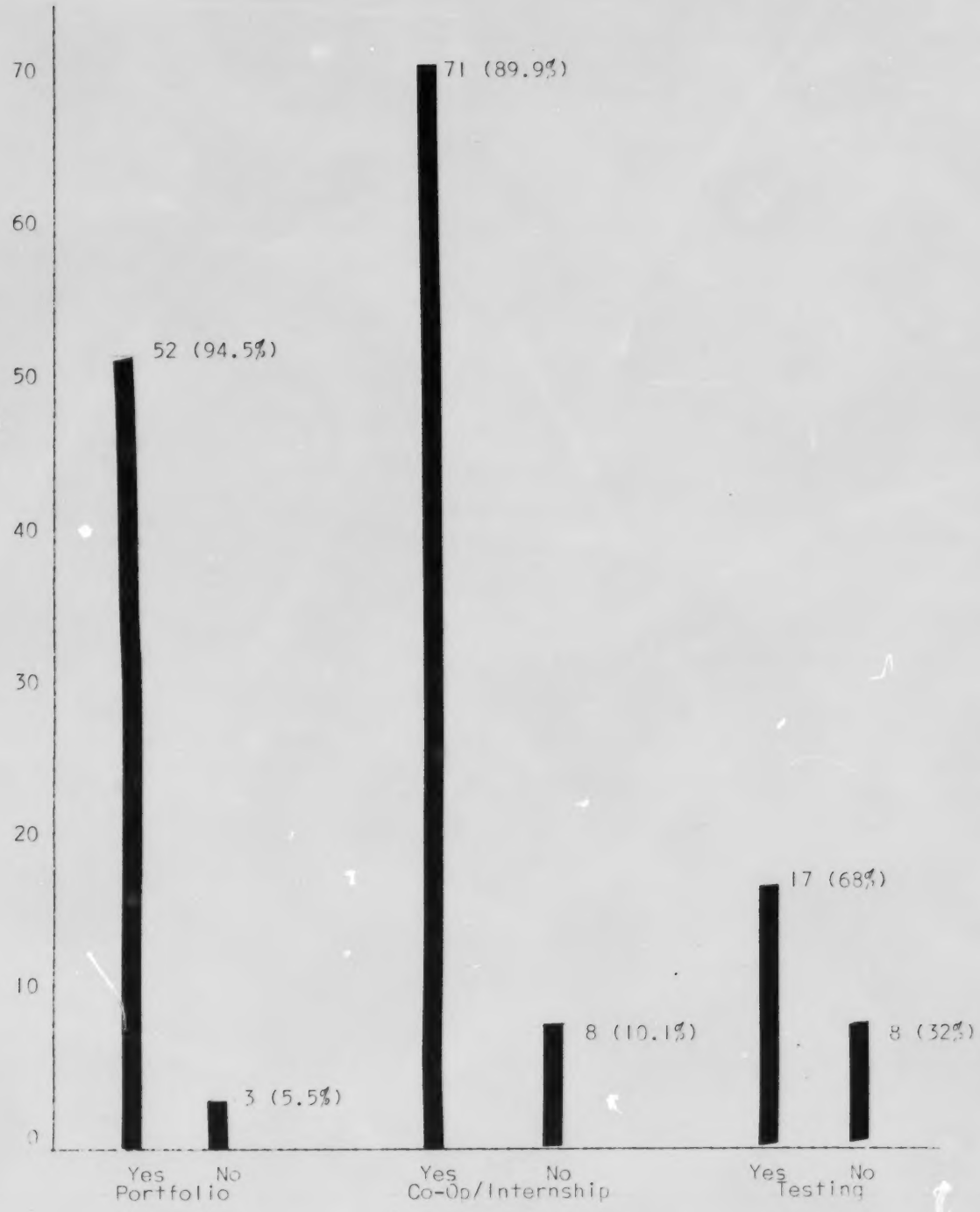
The graduates were asked whether they were working in jobs related to their program of study (See Appendix II for Section III, Question 9).

Almost 90 percent of the working graduates said they were working in a job which related to their program of study. Within the three groups, the portfolio group had 95 percent working in the study area; the cooperative/internship group, 90 percent and the testing group had 68 percent. A Chi-square analysis indicated that the differences in the distribution were significant*. (See graph on following page.)

In this analysis, the testing group has the fewest members working in a job related to their area of study. These individuals, although a small group,

*Chi-square with two degrees of freedom = 12.01, $p = .003$).

Area of Study Related to Current Job



Chi Square = 12.0068 P = .0025

may not have entered career-specific programs or may have been among those who were looking for a career change or learning for the sake of learning. These data have not been broken out and should be analyzed in future studies. Even without a data-supported explanation for the differences, the results still indicate that the majority of all three groups are working in a job related to their area of study.

Problems with the Nontraditional Degree as a Job Credential

The graduates were also asked if they felt they were in as good an employment position as their co-workers with traditional degrees. (See Appendix II for Section III, Question 11.)

If the score of zero indicates the graduate was not in as good an employment position, the score of one equals in as good a position, and the score of two equals in a better position than co-workers with traditional degrees, the graduates reported an average of 1.00. The portfolio group reported an average of 1.02; the cooperative/internship group, 1.01; and the testing group, .91. A one-way analysis of variance indicated that these groups did not differ significantly on their perceptions of their position in the job market ($p = .696$). (See Table 17.)

Thus whatever the career status of the graduate, these individuals feel their program prepared them to compete in the job market at least as well as other individuals who have pursued more traditional programs. Differences in career and employment status should be attributed to variables other than the nontraditional nature of each program.

Summary of Professional Development Assessment

The Michigan graduates' assessment of the career status of their jobs differs somewhat from the Sosdian and Sharp national sample. Of the graduates who identified their jobs as being on a career path, the national sample increased five percent from before and after the program while the Michigan sample increased eight percent. Of those who felt the job realized their career goals, the national

sample increased one percent while the Michigan sample increased seven percent. Thus more of the Michigan sample than the national sample seem to indicate that their career status has improved, even though the Michigan group is clearly biased by the portfolio and testing graduates.

As far as "negotiability," or number of expected job-related changes realized, the national sample was queried differently than the Michigan sample and comparisons would be misleading.

However, in an assessment of professional development, the cooperative/internship group is not as far along the career path as either the portfolio or internship group, but this group is also demographically different: younger, female, more likely to be single and Black than either of the other groups. These demographic factors can very easily overshadow any programmatic differences in affecting career status. One must also realize that the management literature concludes that age itself is a factor in job satisfaction (a curvilinear relationship with the youngest and oldest workers least likely to feel satisfied with their jobs. [Hamner and Organ (1978) believe the literature confirms that the least satisfied workers are in the middle 20's to early 30's age group. With the older group of workers the evidence regarding job satisfaction is mixed (p. 224).] The career status assessment asked for the graduate's perceptions; thus demographics could be influencing not only the career status itself but also the perceptions of this status. The cooperative/internship group has realized more of its expected job-related changes and thus must be advancing in the job market; they haven't obtained the job status yet that they might like. The majority of all three groups were working in a job related to their area of study, and all three groups felt they were in at least as good a position in the job market as their competitors with traditional degrees.

Table 12

Comparison of Current Employment with Prior Employment

	Current			Prior		
	Percentage	N	Percentage of Employed	Percentage	N	Percentage of Employed
Employed Now	82.1	160				
Held Paid Job During Program				83.1	162	
Title/Classification						
Clerical	7.7	15	9.4	11.3	22	13.6
Clerking	1.5	3	1.9	7.2	14	8.6
Low Level Service	5.1	10	6.3	6.7	13	8.0
	14.3	28	17.5	25.2	49	30.2
Miscellaneous	.5	1	.6	1.5	3	1.9
Total -	14.8	29	18.1	26.7	52	32.1
Supervisory	1.5	3	1.9	1.0	2	1.2
Clerical/Technical	7.2	14	8.8	6.2	12	7.4
Total -	8.7	17	10.6	7.2	14	8.6
Community Organizer	2.6	5	3.1	2.6	5	3.1
Nursing	1.0	2	1.3	2.1	4	2.5
Military	0.0	0	0.0	.5	1	.6
Law Enforcement	14.9	29	18.1	16.9	33	20.4
Social Work	8.7	17	10.6	6.7	13	8.5
Education	5.1	10	6.3	1.5	3	1.9
Total -	32.3	63	39.4	30.3	59	36.4
Technical/Professional	14.9	29	18.1	12.3	24	14.8
Technical/Administrative	3.1	6	3.8	2.1	4	2.5
Administrative	7.2	14	8.8	4.1	8	4.9
Total-	25.2	49	30.6	18.5	36	22.2
Category of Employer (if respondent changed employers)				(all respondents)		
Public Service Oriented	10.3	20	12.5	22.6	44	27.2
Private Manufacturing	7.7	15	9.4	12.3	24	14.8
Private Business	7.2	14	8.8	14.9	29	17.9
Federal/State Government	7.2	14	8.8	9.7	19	11.7
Public Education	7.2	14	8.8	8.7	17	10.5
Private Service	7.2	14	8.8	6.2	12	7.4
Feelings About Job						
Temporary	19.6	38	23.8	29.7	58	35.8
Career Path/Potential	31.8	62	38.8	25.6	50	30.9
Meets Career Goals	26.7	52	32.5	21.0	41	25.3

Table 13

Attitude Toward Present Job

	N	Percentage	Percentage of Employed
Employed Full-Time Now	108	55.4	67.5
Three-Quarter to Full Time	37	19.0	23.1
Half to Three-Quarter Time	2	1.0	1.3
Less Than Half	13	6.7	8.1
			Percentage of Unemployed
Unemployed-Had Employment Since Program	20	10.3	58.8
			Percentage of Employed
Working for Same Employer as When in Program	70	35.9	43.7
Program of Study Related to Job	140	71.8	87.5
Feel Higher Degree Would be Helpful (if Career Goals Not Reached)			
Extremely Helpful	24	12.3	15.0
Very Helpful	41	21.0	25.6
Moderately/Slightly/Not Helpful/Don't Know	46	23.6	28.8
Employment Position With Nontraditional Degree			
As Good as Traditional	114	58.5	71.3
Better Than Traditional	23	11.8	14.4
Worse Than Traditional	23	11.8	14.4

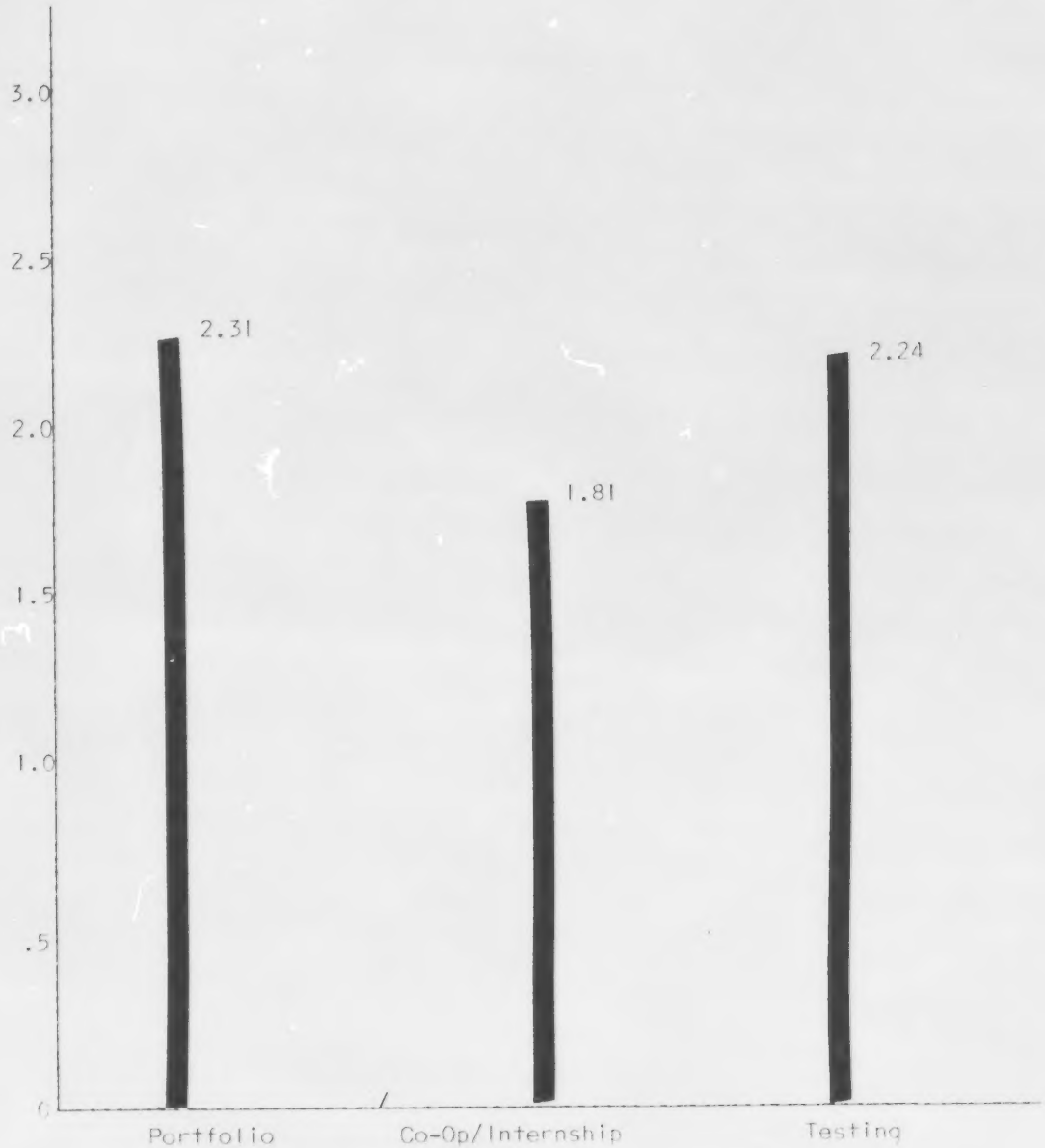
Job Related Changes	Expected:		Accomplished:		
	N	Percentage	N	Percentage	Percentage of Expected
Change to Different Job	112	57.4	90	46.2	80.4
Promotion or Pay Increase	123	63.1	95	48.7	77.2
Job Responsibility Increase	126	64.6	112	57.4	88.9
Job Security Increase	114	58.5	94	48.2	82.5
More Status or Respect	119	61.0	123	63.1	100+

	N	Percentage	Percentage of Unemployed
Unemployed	34	17.4	
Reasons Unemployed (categories are not mutually exclusive)			
Do Not Want Work Now	4	2.1	11.8
In School	5	2.6	14.7
Home/Child Care Responsibilities	7	3.6	20.6
Volunteer Work	2	1.0	5.9
Looking for Part-Time Work	1	.5	2.9
Temporarily Unemployed	6	3.1	17.6
Looking for Work	9	4.6	26.5
Other	15	7.7	44.1

Table 14
Career Path by Assessment Method; by Assessment Method and Degree Level

Source:	SS	MS	df	F	p
One-way ANOVA:					
Assessment	9.23	4.62	2	8.287	.0004*
Within	86.36	.56	155		
Total	95.59		157		
Without business graduates:					
Assessment	9.74	4.87	2	8.485	.0004*
Within	69.45	.57	121		
Total	79.19		123		
Two-way ANOVA (MANOVA program):					
Between:					
Assessment by Degree Level	1.57	.39	4	.697	.5949
Assessment entered first:					
Assessment	9.23	4.62	2	8.205	.0004*
Degree Level	.94	.47	2	.831	.4375
Degree Level entered first:					
Degree Level	5.72	2.86	2	5.080	.0073*
Assessment	4.45	2.23	2	3.956	.0212*
Within	83.85	.56	149		
Total	95.59		157		

Career Status of Current Job



F = 8.287 P = .0004

Table 15

Career Path by Employer Support During Program: For Continuing Employees

Source:	SS	MS	df	F	p
	Career Path for Job Held During Program				
Support	3.35	1.68	2	3.146	.0500*
Within	33.05	.53	62		
Total	36.40		64		
Without business graduates:					
Support	2.88	1.44	2	2.622	.0822
Within	28.51	.55	52		
Total	31.38		54		
	Career Path for Job Held Now				
Support	1.73	.86	2	1.404	.2531
Within	38.76	.62	63		
Total	40.49		65		
Without business graduates:					
Support	1.80	.90	2	1.385	.2594
Within	33.73	.65	52		
Total	35.53		54		

Mean assessment of career status without business graduates:

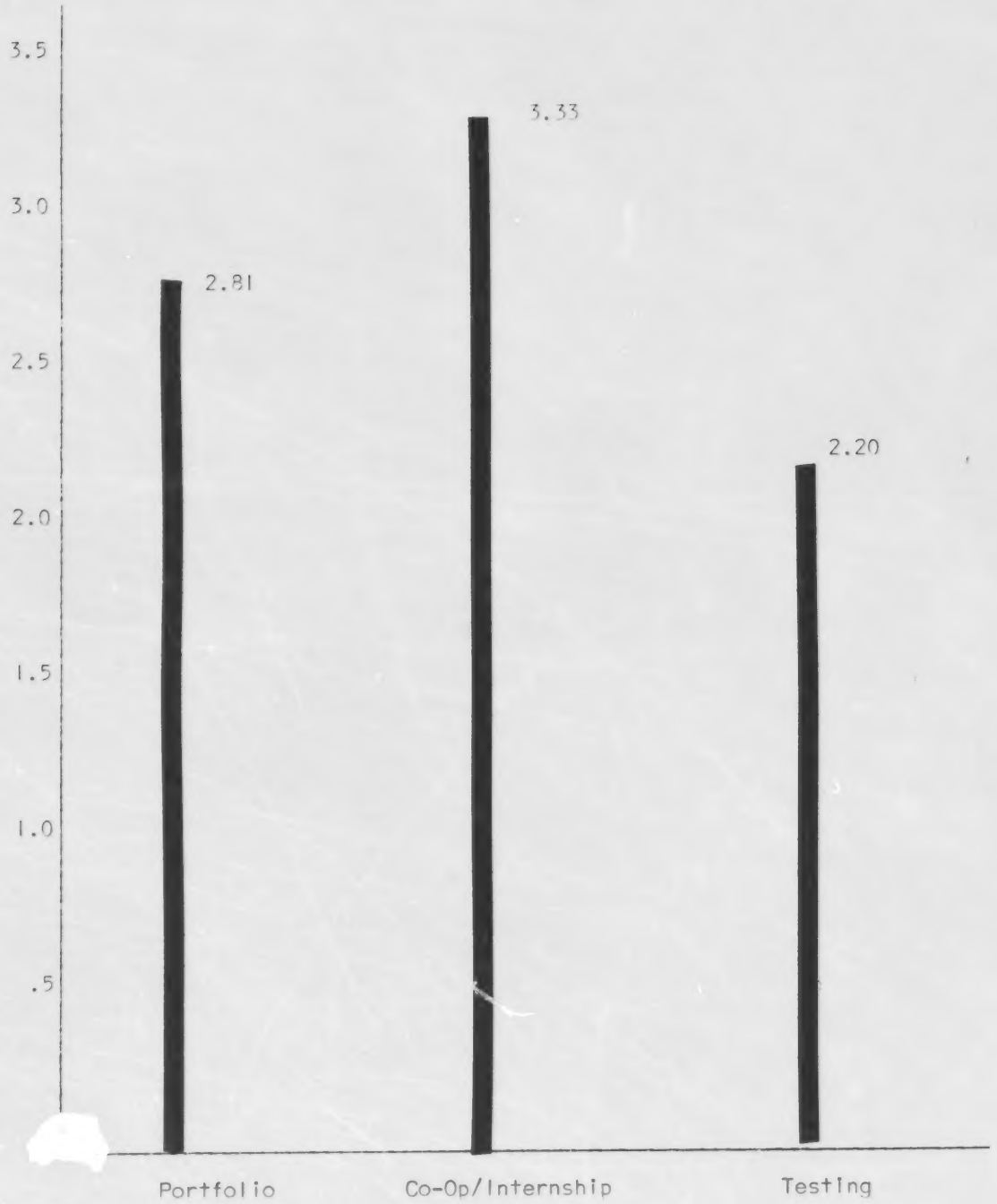
	During the Program	Current Job
No Employer Support (n = 24)	1.96	1.96
Intangible Support (n = 12)	2.42	2.33
Tangible Support (n = 19)	2.42	2.32
Entire Group	2.22	2.16

Table 16

Job-Related Changes Expected by Assessment; by Assessment and Degree Level

Source:	SS	MS	df	F	p
One-Way ANOVA:					
Assessment	27.58	13.79	2	4.734	.0100*
Within	492.39	2.91	169		
Total	519.98		171		
Without business graduates:					
Assessment	10.54	5.27	2	1.718	.1833
Within	407.93	3.07	133		
Total	418.47		135		
Two-Way ANOVA (MANOVA program):					
Between:					
Assessment by Degree Level	7.36	1.84	4	.671	.6128
Assessment entered first:					
Assessment	27.58	13.79	2	5.032	.0076*
Degree Level	38.26	19.13	2	5.980	.0012*
Degree Level entered first:					
Degree Level	22.81	11.41	2	4.162	.0173*
Assessment	43.03	21.52	2	7.850	.0006*
Within	446.77	2.74	163		
Total	519.98		171		

Number of Expected Job-Related Changes Realized



F = 4.734 P = .0100

Table 17

Nontraditional Degree in Job Market by Assessment Method; by Assessment Method and Degree Level

Source:	SS	MS	df	F	p
For One-Way ANOVA:					
Assessment Method	.21	.11	2	.364	.6956
Within	45.79	.29	157		
Total	46.00		159		
Without business graduates:					
Assessment Method	.33	.17	2	.659	.5190
Within	30.47	.25	121		
Total	30.80		123		
Two-Way ANOVA (MANOVA program):					
Between:					
Assessment by Degree Level	1.85	.46	4	1.635	.1682
Assessment entered first:					
Assessment	.21	.11	2	.375	.6879
Degree Level	1.21	.61	2	2.140	.1212
Degree Level entered first:					
Degree Level	.79	.39	2	1.389	.2526
Assessment	.64	.32	2	1.127	.3268
Within	42.73	.28	151		
Total	46.00		159		

Chapter VII

PERSONAL DEVELOPMENT OF THE GRADUATES

A second goal articulated for the project was to assess the effects of the programs on the personal development of the graduates. This chapter will assess the personal growth of the individuals as this growth relates to activity or community service in various fields. The intent was not to suggest that one type of activity or one area of interest was superior to another but to assess the amount of interest or participation in an area assumed by the graduate because of participation in the program.

Personal Development

The graduates were first asked direct if they had engaged in any of the following activities as a result of participation in the program:*

- -- volunteer work in community agency
- -- a completed work (book, sculpture, for a patent, etc.)
- -- local community theater, orchestra, etc.
- -- civic activity
- -- organization officer or active participant
- -- sensitivity training or encounter group experience
- -- classes at local university or adult education classes not connected to a degree program
- -- unsupervised foreign travel
- -- any others

Volunteer work was cited by 39 percent of the graduates who indicated they had become active as a result of their program. Thirty-three percent indicated they had held an office or been an active participant in an organization and 30 percent had attended nondegree or adult education classes (See Table 18).

Personal development of the graduate was measured in more depth through adaption of the personal development material from Pace's Higher Education Measurement and Evaluation Kit. Pace had identified nine areas of personal development: reading, religion, international/cultural, music, state/national politics, community activities, drama, art, and science. Pace assessed development in these areas by a series of questions which involved increased discussion through

*The list was adapted from a list of possible sources of unsponsored credit in the Commission on Nontraditional Study, Diversity by Design, (1974, p. 128).

increased participation in each field of interest. For example, in "art" the statements ranged from "I talk about art with my friends" to "I did some creative painting or other art work myself (not in a course)." Pace's work was designed as a self-administered questionnaire. The Consortium graduates were asked a screening question: for example in "art," "'Do you feel you have increased your interest in art as a result of your participation in the program?' If yes, 'In what way?'" Interviewers were also instructed to ask how the respondent felt the program had contributed to his or her increased interest or participation in "art" or the relevant field. The Pace categories were used as a coding guide for interviewers rather than as a check list for respondents. (See Appendix II for Section IV, Question 2 through the end of the section.)

Professional reading changes were noted for 67 percent of the graduates who said the program created new reading interests. Personal reading changes were noted by 33 percent. Almost half (49 percent) indicated an increased interest in other countries and cultures, 47 percent had increased their political awareness and participation in national and state government, and about the same amount (46 percent) increased their community activity as a result of the program. A third (33 percent) developed new interests in art, a third (36 percent) changed their entertainment interests and a third have developed an interest in science (33 percent). Twenty percent developed an interest in music. New hobbies were developed by 17 percent of the graduates, and 26 percent indicated they spend their leisure time differently now. The time changes ranged from sports, reading, and more activities to more money to spend.

Group Differences in Personal Development

In order to make comparisons among the different assessment groups, the Pace categories were coded to reflect a hierarchy of activity.

Activities which indicate the graduate was expressing an increased awareness (e.g., through reading, observing, etc.) were assigned a one; those activities

which indicated an active participation (e.g., attending a meeting or event, contributing money) were assigned a two; and those in which the graduate made a substantial or active contribution (e.g., playing a musical instrument, volunteer work) were assigned a three.

The composite for each graduate was his or her total of all coded activities and ranged from zero to 39. The average was 6.92. [When those individuals who had a score of zero were dropped out, the group average increased to 7.54.] The portfolio group average was 7.46; the cooperative/internship average, 6.04; and the testing group average, 8.85.

A one-way analysis of variance detected no differences in personal development among the groups ($p = .106$). These results did not change when the business graduates were removed from the analysis or when degree level was added as a control. (See Table 19 for ANOVA statistics.)

The majority of the graduates, regardless of the interest or activity cited, said their program had increased their awareness of the field or that an interest had developed from classroom activities.

Summary of Personal Development

Because the Pace questionnaire was self-administered and the respondents could see the different categories, comparisons would be misleading. The Michigan graduates were asked a categorical question. If the changes were not fundamental enough for recall, the changes were not recorded. Therefore, the study was identifying the areas in which personal changes were most intense.

When asked direct, about one-third of the respondents indicated they were or had been involved in volunteer or organizational work or had continued in some form of adult education or enrichment. When asked to recall, two-thirds indicated changes in their professional reading habits, almost half developed intercultural or political interests and more than a third were following the arts or entertainment. The increase in professional reading could be attributed

to a need for the professional to keep up in his or her field. However, even when the professional reading changes are ignored, personal development of the graduates is impressive. Nearly all the graduates credited their program with developing the new interest or at least making them more aware of the new field. When the activities were weighted for intensity of involvement, none of the three groups showed any differences as far as the amount of personal development.

Thus the programs seem to be fostering new and expanding interests in their graduates regardless of the type of program or the demographic differences among the groups.

Table 18

Personal Development

	N	Percentage	Percentage in Category
Indicated Development When Asked Direct*			
Volunteer Work	75	38.5	
Civic Activity	53	27.2	
Organizational Officer/Active Participant	63	32.3	
Sensitivity/Encounter Group	42	21.5	
Nondegree/Adult Education	59	30.3	
Indicated Categorical Development			
Change in Professional Reading	130	66.7	
Created New Interests	109	55.9	83.8
Change in Personal Reading	64	32.8	
Created New Interests	46	23.6	71.9
Change in Intercultural Interests	95	48.7	
Change in State/National Political Activities	91	46.7	
Follow Carefully in Newspapers	45	23.1	49.5
Change in Community Activities	90	46.2	
Volunteer Work	27	13.8	30.0
Follow Carefully in Newspapers	23	11.8	25.6
Change in Entertainment Interests	70	35.9	
Change in Art Interests	65	33.3	
Change in Science Interests	65	33.3	
Change in Religious Habits	23	11.8	
Change in Use of Leisure Time	51	26.2	
Developed New Hobbies	34	17.4	

*Not exclusive categories

Table 19

Personal Development by Assessment Method; by Assessment Method and Degree Level

Source:	SS	MS	df	F	p
For One-Way ANOVA					
Assessment	197.73	98.90	2	2.275	.106
Within	8342.12	43.45	192		
Total	8539.85		194		
Without Business Graduates:					
Assessment	51.97	25.98	2	.552	.577
Within	7297.70	47.08	155		
Total	7349.67		157		
Two-Way ANOVA (MANOVA program):					
Between:					
Assessment by Degree Level	342.79	85.70	4	2.05	.096
Assessment entered first:					
Assessment	197.73	98.87	2	2.313	.102
Degree Level	49.77	24.89	2	.582	.560
Degree Level entered first					
Degree Level	160.85	80.43	2	1.882	.155
Assessmnet	86.65	43.33	2	1.014	.365
Within	7949.55	42.74	186		
Total	8539.85		194		

Chapter VIII

POST-GRADUATE EDUCATIONAL DEVELOPMENT OF THE GRADUATES

This chapter will report the post-graduate educational achievements of the graduates, a third goal articulated for the project. The chapter will report on the numbers of individuals who continued their education, try to determine if the nontraditional credential caused them problems when they applied, and attempt to assess the graduates' perceptions of both preparation for and performance in advanced study.

Post-Graduate Education

The Michigan sample was fairly close to the Sosdian and Sharp national sample regarding educational level of the graduates surveyed. The Michigan sample had 59 percent with bachelor's degrees and the national sample had 56 percent. Nearly 70 percent of the Michigan sample indicated they held or intended to complete a master's or higher level degree and this figure was 63 percent for the national group. The higher level of individuals expecting to complete a graduate-level degree could be attributed to the proximity of a nontraditional master's degree program in the state. However, this is speculation as data were not gathered on this point.

Application to Further Study

More than half of the respondents (55 percent) had applied to a new degree program, a percentage comparable to that of both the national sample (57 percent) and the Illinois Board of Governors graduates (51 percent). Those who did not had varied reasons ranging from lack of time to lack of need for additional education. Those who applied were divided 43 percent for bachelor's degrees and 52 percent for master's degrees. Very few (16 percent) avoided any institutions in particular and those who did cited program or personal considerations rather than credential problems. Forty-four percent (81 percent of the applicants) applied to only one school, and about the same amount (46 percent, 84 percent of the applicants) applied to only one program. Michigan institutions were the first

choice for 91 percent of the applicants. (See Table 20.)

The majority of the reasons given for applying to the new program were job-related. Needing a credential was cited by 24 percent or 43 percent of the applicants. (See Table 20).

Forty percent (or 74 percent of those who applied for further education) were admitted and enrolled in the institution of their first choice. An additional seven percent (13 percent of those who applied) were admitted but did not enroll. Almost a third (30 percent) of the applicants finished or expect to finish their new degree by the end of 1980, but 81 percent have not applied for a third degree or program.

In order to determine whether the number of applicants to higher-level study differed by experiential program, the graduates were again divided into the three assessment groups. A chi-square analysis was used to determine if there were differences in the percentage of graduates in each group who applied for post-graduate education (see Appendix II, for Section V, Question 3).

Fifty-four percent of the portfolio group, 55.6 percent of the cooperative/internship group, and 55.6 percent of the testing group applied to additional study. The chi-square analysis indicated that the distributions among the program groups were not significant.*

Thus regardless of the type of experiential program pursued, more than half of the graduates have applied to additional study, and this percentage parallels the national sample.

Application Problems with a Nontraditional Credential

When asked direct whether they had experienced any difficulty with their degree when applying for post-graduate study (see Appendix II, for Section V, Question 11), 88 percent of the graduates indicated they had no special requirements attached to their applications because of the nontraditional nature of their prior program. This figure is nearly identical to that of the national sample

*Chi-square with 2 degrees of freedom = .02; p = .988.

(Sosdian and Sharp indicated that 11 percent of their sample experienced problems with the nontraditional credential) and lower than the Illinois group (19.6 percent)*.

None of the testing group, six percent of the portfolio group, and 16 percent of the cooperative/internship group said they experienced problems when applying to a new degree program. Chi square analysis indicated that the differences among the groups were not significant.**

The applicants who experienced problems with their applications make up a very small percentage of the group. The problems do not appear to be program-specific, as none of the groups had significantly more problems than either of the others. The graduates stated a variety of problems, including nontransferrability of credits. Recent cooperative efforts of university registrars to understand and appreciate nontraditional credits may have alleviated this problem.

Preparation for and Performance in Advanced Study

Once application statistics were gathered, the graduates who applied for post-graduate programs were asked how they perceived their progress. They were asked whether they were as well prepared as their classmates with a traditional degree and whether they performed as well as their classmates with a traditional degree (see Appendix II, Section V, Questions 13 and 14).

Looking only at the individuals who answered the question, 38 percent of the Michigan graduates said they were better prepared than their classmates from traditional programs, and 54 percent said their preparation was about the same. These figures compared to the national sample in which 44 percent said they were better prepared in their subject area, and 48 percent said they were better prepared with study skills. The national figures were 49 percent (subject) and 43 percent (study skills) who indicated their preparation was about the same.

*The Illinois researchers indicated that an additional 9.8 percent of the applicants were accepted when the new institution received more information about the programs.

**Chi-square with 2 degrees of freedom = 4.63; p = .099.

Regarding actual performance, 54 percent of the Michigan graduates felt they performed better than their traditional classmates, close to the 57 percent in the national sample. Forty-five percent of the Michigan sample indicated their performance was about the same as their traditional classmates; for the national sample this figure was 42 percent.

In order to determine if the graduates' perceptions of their performance and preparation differed by programs, the answers were weighted. A score of one indicates not as well prepared, a score of two equals as well prepared, and a score of three equals better prepared than classmates from traditional programs. In preparation the overall average was 2.30: 2.37 for the portfolio group, 2.22 for the cooperative/internship group, and 2.46 for the testing group.

In performance, the overall group average was 2.52: 2.50 for both the portfolio and the cooperative/internship groups and 2.67 for the testing group.

One way analyses of variance for both preparation and performance indicate that the groups were not significantly different in their perceptions. The results did not change when degree level was added as a control. (See Tables 21 and 22.)

Regardless of the type of program completed, the graduates place themselves half way or better between as well prepared or better prepared than their classmates from traditional programs. The question asked for the graduate's assessment of his or her preparation and performance. Whether this high valuation is an affirmation of self-confidence from individuals who would select a nontraditional program or a program result cannot be determined. However, those responsible for these programs should be comfortable with the realization that their graduates believe they are competitive in not only the job market but the academic environment.

Summary of Post-Graduate Educational Experiences

At this point the majority of the Michigan sample held a bachelor's degree and an even higher majority intend to complete a higher level degree in the future.

Regardless of the type of experiential program pursued, more than half of

the graduates have already applied to additional degree programs. These individuals had few problems with their degree as an application credential and felt they were as well or better prepared for this study than their classmates from traditional programs. They also felt they performed as well as or better than their classmates from these programs.

This interest in subsequent study was comparable to the interest found in the national sample.

TABLE 20

Academic Advancement

	N	Percentage	Percentage of Category
Highest Degree Completed			
Associate's	56	28.2	
Bachelor's	115	59.0	
Specialist or Master's Plus	25	12.8	
Highest Degree Expected*			
Associate's	4	2.1	
Bachelor's	45	23.1	
Specialist or Master's	98	50.3	
Doctoral Level	37	19.0	
Applied to New Degree Program	107	54.9	
Bachelor's	46	23.6	43.0
Master's	56	28.7	52.3
Michigan Institutions	97	49.7	90.7
One School	87	44.6	81.3
Two Schools	12	6.2	11.2
One Program	90	46.2	84.1
Status in New Program (First Choice)			
Enrolled and Admitted	79	40.5	73.8
Admitted Not Enrolled	14	7.2	13.1
Completed Program by 1980	32	16.4	29.9
Preparation for Advanced Study			
Same as Traditional	48	24.6	53.9
Better Than Traditional	34	17.4	38.2
Worse Than Traditional	7	3.6	7.9
Performance in New Program			
Same as Traditional	39	20.0	45.3
Better Than Traditional	46	23.6	53.5
Worse Than Traditional	1	.5	1.2
Problems with Nontraditional Credential	11	5.6	10.3
No Problems	94	48.2	87.9
Applied to Subsequent Degree Programs			
No	87	44.6	81.3
Yes	16	8.2	15.0
Goals for New Program			
Improve Pay/Promotion	22	11.3	20.6
Improve Job Skills	5	2.6	4.7
Gain Credential for More Pay	9	4.6	8.4
Gain Credential for Jobs	46	23.6	43.0
Develop New Career	27	13.8	25.2
Learn More About Subject	16	8.2	15.0

*May include current degree--the question asked was: "What is the highest degree you expect to obtain during your life-time?"

Table 21

Preparation for Advanced Work by Assessment Method;
by Assessment Method and Degree Level

Source:	SS	MS	df	F	p
One-Way ANOVA:					
Assessment	.75	.38	2	1.008	.3693
Within	32.06	.37	86		
Total	32.81		88		
Without business graduates					
Assessment:	.35	.17	2	.482	.6169
Within	27.42	.36	76		
Total	27.77		78		
Two-way ANOVA (MANOVA program):					
Between:					
Assessment by Degree Level	.22	.11	2	.283	.7542
Assessment entered first:					
Assessment	.75	.38	2	.986	.3775
Degree Level	.60	.30	2	.782	.4607
Degree Level entered first:					
Degree Level	1.21	.61	2	1.590	.2102
Assessment	.14	.07	2	.178	.8370
Within	31.25	.38	82		
Total	32.81		88		

Table 22

Performance in Advanced Work by Assessment Method;
by Assessment Method and Degree Level

Source:	SS	MS	df	F	p
One-Way ANOVA:					
Assessment	.29	.14	2	.514	.6001
Within	23.17	.28	83		
Total	23.45		85		
Without business graduates:					
Assessment	.26	.13	2	.510	.6024
Within	19.41	.26	76		
Total	19.67		78		
Two-way ANOVA (MANOVA program):					
Between:					
Assessment by Degree Level	.15	.08	2	.276	.7596
Assessment entered first:					
Assessment	.29	.14	2	.514	.6000
Degree Level	.98	.49	2	1.753	.1800
Degree Level entered first:					
Degree Level	1.04	.52	2	1.865	.1616
Assessment	.22	.11	2	.402	.6706
Within	22.04	.28	79		
Total	23.45		85		

Chapter IX

EXPERIENTIAL CREDIT AWARDS AND ACADEMIC PERFORMANCE

This chapter will present the data used to fulfill a fourth objective of the study: to identify the relationship between academic performance and experiential credit awards.

Definition of the Relationship

Academic performance was operationalized as final grade-point average for the graduate. Experiential credit award was the number of nontraditional credits the graduate received.

As explained by Doyle and Somers (1980), if the student with a large experiential component in his or her program is hypothesized to be a weak academic student, the number of experiential credits will have a large negative relationship with grade-point average. If the student with a large number of experiential credits is supposed to be academically strong, the number of credits will have a strong positive relationship with grade-point average.

Both number of experiential credits and grade-point average were procured from institutional files, in order to avoid memory bias from asking graduates to recall this information.

Because of varying interpretations of the Family Privacy Act different institutions have different policies regarding release of the information. Where the institution required, during the telephone interview the graduates were asked for permission to procure these data from their files. They were then asked for a current address. A letter giving the parent institution permission to provide the information to the Consortium was sent to the graduate for signature.

Overall the graduates received 13.47* experiential credits: 25.45 for the portfolio group, 3.62 for the cooperative testing group, and 15.57 for the testing group. The overall final grade-point average was 3.26: 3.23 for the portfolio graduates, 3.24 for the cooperative/internship graduates, and 3.42 for the testing graduates.

*These figures include only those graduates for whom both official grade-point and official experiential awards were available.

This information was analyzed by a Pearson's Product Moment Correlation and is summarized in Table 23.

Table 23

Correlations: Number of Experiential Credits and Official Grade-Point Average

	r	p	R^2
All Respondents (n = 182)	.09	.114	.01
Without Business Graduates (n = 145)	.13	.064	.02
By Assessment Method			
Portfolio (n = 67)	.12	.161	.02
Cooperative/Internship (n = 88)	.19	.038*	.04
Without Business Graduates (n = 51)	(.25)	(.041)*	(.06)
Testing (n = 27)	.33	.046*	.11

As can be seen in Table 23, even the correlations that are significant are very low. The largest is .33, and the greatest amount of joint variance accounted for by these two variables is .11. Neither the correlations nor the R^2 are high enough to presume any linear relationship between grade-point average and experiential learning credit awards. Thus we must conclude that regardless of the assessment method, the data indicate that there is no relationship between the amount of experiential credit awarded and academic performance. However, where there is significance, the correlation is positive, indicative that grade-point increases when experiential credit awards increase. Significance was noted for the cooperative/internship group and the testing group. Administrators from institutions where the cooperative option was not a program requirement expected an even stronger positive relationship. The cooperative students must have earned at least a minimum grade-point average before being permitted to enroll in cooperative opportunities. These administrators felt that a comparison which included noncoop students would indicate a much stronger positive relationship between final grade average and number of experiential credits.

Summary of the Relationship between Experiential Credit Awards and Academic Performance

Correlations between grade-point average and number of experiential credit awards were too small to presume any linear relationship. These data, combined with the information about performance in post-graduate study in the previous chapter, should suggest to potential students that educational success or failure is not determined by the experiential component of their program but is dependent on other factors. Therefore, regardless of the type of credit awarded and the amount, the student is competitive in an academic environment and may safely choose whichever program offers the training and preparation he or she feels is appropriate.

Chapter X

THE GRADUATES DISCUSS THE EXPERIENTIAL LEARNING PROGRAMS

This chapter will present criticisms and plaudits about the experiential learning components of the programs. The information is based on questions answered during the telephone interviews which were supplemented with three informal small group interviews conducted later in the year.

Perceptions of the Experiential Programs

The respondents said that experiential credit was earned by 155 of them (80 percent). (See Appendix II, Section I, Page 2.) Credit for on-the-job type experiences was earned by 131 (67 percent). Of those individuals, more than a fourth (28 percent) earned credit for learning associated with their previous jobs. (See Table 24.)

The most prevalent learning activities for which credit was given were in the professional or paraprofessional categories (54 percent of those who received credit). Lower-level activities accounted for another quarter of the learning experiences (25 percent), technical for nine percent and higher level activities for 14 percent.

A little more than one-fourth of the graduates (27 percent) who earned credit felt the learning experience was coordinated with their field of study, and the same number indicated that their potential profession required practical experience. Another fourth (27 percent) indicated that experiential learning was used to fill in gaps in their degree program, and nine percent said the experiential learning replaced a course.

Over three-fourths of the graduates (78 percent) who earned credit indicated that they submitted a report or portfolio for evaluation of the learning, and almost a fourth (23 percent) of those who earned credit indicated that the evaluation was a joint effort of the employer, themselves and representatives from the school.

TABLE 24
Experiential Assessment

	Percentage	N	Percentage With Experience
Credit for Experiences Before or During the Program	79.5	155	
Credit for Internship/On-the-Job Training	67.2	131	84.5
Associated with Prior Job	18.5	36	27.5 (of 131)
Types of Experiences			
Clerical	9.7	16	12.2
Low-Level Service	1.0	2	1.3
	10.7	21	13.5
Miscellaneous/Electives	8.7	17	11.0
Total -	19.4	38	24.5
Clerical/Technical	6.7	13	8.4
Technical	.5	1	.6
Total -	7.2	14	9.0
Nursing	2.1	4	2.6
Military	2.1	4	2.6
Law Enforcement	8.7	17	11.0
Social Work	25.1	49	31.6
Education	3.6	7	4.5
Community Organizer	1.0	2	1.3
Total -	42.6	83	53.6
Technical/Administrative	2.1	4	2.6
Administrative	1.0	2	1.3
Technical/Professional	7.7	15	9.7
Total -	10.8	21	13.5
Volunteer Work	1.0	2	1.3
Most Frequently Mentioned Perceptions of Assessment			
Credit Fit Program			
Was Coordinated with Field of Study	21.5	42	27.1
Profession Required Practical Experience	21.5	42	27.1
Filled in Parts of Degree	21.0	41	26.5
Replaced a Course	7.2	14	9.0
Assessment Method			
Report or Portfolio	62.1	121	78.1
Documentation	6.7	13	8.4
Graded	5.6	11	7.1
Who Assessed Performance			
Joint: School, Employer, Student	18.5	36	23.2
Employer and School	6.7	13	8.4
Employer and Student	13.3	26	16.8
Employer Only	9.2	18	11.6
School Only	23.6	46	29.7
Most Frequently Mentioned Changes in Assessment Process			
None	54.4	106	68.4
Improve Contact with School/Sponsor	5.1	10	6.5
Change (Increase or Limit) Credit Award	5.1	10	6.5
In Experiential Program			
None	55.4	108	69.7
Broaden Scope of Experiential Opportunities	6.7	13	8.4
More Experiential (vs. Bookwork)	4.1	8	5.2

When asked what changes they would make in the assessment process or in the experiential program, a solid majority of the graduates (68 percent and 70 percent respectively) who received credit said none. Of the consistent comments, seven percent of those who received credit indicated they would improve the contact between the school and the sponsor, and the same number indicated they would change the credit award (either increase or decrease the amount). Regarding the experiential program itself, eight percent of those receiving credit would broaden the scope of the learning opportunities, while five percent would replace more of the classroom work with experiential learning.

Thus the vast majority of the graduates said they earned experiential credit for job-related learning experiences, and more than half received credit for professional or paraprofessional activities.

The most frequent assessment method was through some sort of report or portfolio, although the individuals involved in the evaluation differed considerably. When asked, the majority of the graduates had no changes to suggest for their program, but a small number consistently suggested that contact between the school and the sponsor could be improved. This suggestion was made much more strongly by individuals who participated in the small group interviews.

Small Group Interviews

After the telephone interview data had been analyzed, three small group interviews were conducted with graduates who represented the three different assessment areas: portfolio evaluation, cooperative/internship experiences, and testing evaluation. The interviews had two goals: 1) to expand and broaden the statistical information about the graduates' experiences and 2) to provide material for the model evaluation [which was to be conducted during the second year of this project].

The telephone interviewers had been instructed to identify any respondents who were especially verbal or whose experiences throughout and after their educational program were representative or especially insightful. The interviewers were cautioned to identify individuals whose comments about the programs were both positive and negative--the small group interviews were not designed for encomia nor were they designed to encourage disparagement. Rather, they were designed to facilitate an exchange of information which would be useful to those who administer these types of educational programs.

Because of financial considerations, the interviewees invited were those who lived near Saginaw or Detroit. A centralized location on one of the institutional campuses was selected in order to alleviate suspicion urban residents might feel when invited to meet with individuals unknown to them. Three meetings were held, one in Saginaw and two in Detroit. Two of the meetings were for individuals who had completed an internship or cooperative experience and one for individuals who had completed the portfolio and/or testing assessment of nonsponsored learning.

About 14 or 15 individuals were invited to each session, with the expectation that eight would accept the invitation and five could be expected to attend.

Because the individuals who agreed to attend the meetings possessed excellent verbal skills and had volunteered their time (a process of self-selection), the comments below should be interpreted cautiously. However, it was a concensus of the entire interviewing staff that those who attended the sessions were sincere in their comments, were not attending only because they had an "axe to grind" (even though some of the experiences shared were decidedly unsatisfactory), were not attending only to expand their own ego experiences, and were very positively expecting to provide information which would help the students who would follow in these programs.

The Cooperative/Internship Group

The cooperative/internship groups included individuals whose ages and backgrounds were varied. Five of the individuals were entry-level and had had no prior employment other than high-school level or comparable work. This group was young and had been of traditional college age during the program. Two of the individuals were seeking career changes--one for health reasons and one because of termination of military service. Three of the women were re-entry women; two had started a family and were now ready to begin preparation for additional work. One additional individual was a few years older than the traditional college-age student but had been working to support a family as well as working at his degree program.

The internship programs differed from school to school. One of the programs offered guidelines to the student but insisted that the student find his or her own job--which had to be approved by the program coordinator. Several of the other schools set up interviews for the students or made the initial contact and let the student follow through. Others directed the intern to the employer and assumed the cooperative experience would follow.

Those graduates who were instructed to find their own internship resented the imposition at the time. However, in retrospect they recalled a fulfillment at being accepted on the basis of their own resumes, their own skills and their own initiative. The job-seeking experience had forced them to prepare their own resumes--some for the first time--and to initiate contact with potential employers.

Of the young people who completed internship experiences, Andrea, Marcia and Alice** were satisfied--Andrea and Marcia are working now in an area close to their program and Alice is not. Both described the variety of tasks they completed in their internship and the satisfaction they felt when they finally

**All names were changed.

located an acceptable site. Lucy and Madeline were not satisfied--Lucy had been employed for wages below the minimum and had been assigned various clerical tasks. Madeline had been assigned to a relevant employer, but because she had chosen to work in an educationally related field she felt the few months of internship were not generally recognized as job experience. Although Marcia and Alice did not work for pay, Andrea was compensated and is still with the company in a higher-level position. Madeline's dissatisfaction appeared to be one of disappointment with the relevance of her job experience to the employment market. Linda's was more dissatisfaction with the job as it was assigned during the cooperative.

Of the re-entry women, Maria and Jill had very structured cooperative experiences, while Beth found herself frustrated and losing confidence in her own ability to provide a useful contribution in the job market. Of the two structured experiences, Jill's was observational and Marie's was productive employment. Both of these women worked as volunteers in the organizations while Beth was paid for her work. Craig was in effect a re-entry male. Returning from military service in his early 30's, he was looking for a bridge to the world of civilian work. Craig's experiences and feelings were very similar to Beth's, although Craig implied that he received negative feedback from his employer while Beth received minimal feedback at best.

Jonah was also a re-entry male with grown children; he was recovering from a debilitating illness. Although his first internship "put him back in the hospital," he felt the overall experience had provided him a mission in life. Although he still doesn't work for pay, he uses the skills learned during the internship for productive volunteer work.

And Mark--Mark was a minority member with a low grade-point average and excellent math skills when he was hired by one of the big three auto makers. He stayed with the firm throughout the rest of his college tenure, although he

worked in various departments and at increasing levels of responsibility. Was he pleased--an unqualified yes: he brought up his grade average, had not been unemployed since graduation, and had experienced steady and substantial salary increases every year.

What made the difference? Was there a common denominator for both good and bad internship/cooperative experiences? One overshadowing factor was the degree marketability in Michigan's tight job market. Even those individuals who were not critical of the internship experience per se tended to become critical if the experiential component was not recognized as relevant job experience by potential employers. This was the situation for Madeline.

What are the benefits of the experiential training? Most agreed with Mark--in a good internship experience the graduate acquires mentors, individuals who will at least provide a good reference and at best will open doors to advanced positions. The students develop a type of savoir-faire--Lucy has worked in personnel--with young applicants: "There's such a difference" in the individuals who have had some kind of work experience, she said. "They sell themselves differently." The students also perceived the internship experience as a trial to let them decide whether they liked the practical aspects of the field. In most cases, the internship also provided a credential which supplemented the graduate's degree and was a useful, marketable item.

There were individual personality differences among those who were satisfied and those who were dissatisfied. The individuals most pleased with the experiential component were those who demonstrated the most self-confidence during the interviews. As expected, those who had experiential work where the feedback did not build confidence were the individuals who complained the loudest. However, some bad experiences might have been salvaged if the student had had a little more initiative at the time or--and here the graduates were unanimous--a counselor who was aware of the experiential environment and who

could relate to the student in a nonthreatening manner. Those individuals who had to seek their own internship indicated that their self-confidence was bolstered by the knowledge that they had landed their own job (whether nonpaying or compensated). However, there was no feeling among the other graduates that job seeking was necessary for a successful internship experience.

Students differ in their abilities and their motivation, and some individuals will be blaming others all their lives for unsuccessful experiences. However, concensus among the graduates was that several components were necessary for a successful cooperative:

1) The internship/cooperative should be structured--on paper, or at least the general parameters of student responsibility and student abilities should be clear to the student, the school, and the employer. A warm berth was insufficient, aroused bitter feelings and frustration, and was seen as fulfilling only the letter, not the spirit of the requirement.

2) The school counselor should be available to the student and should have a thorough knowledge of the job situation at the co-op employer. The most bitter comments are from those students who did not know what was expected of them and who felt that a trip to the school counselor could result in the loss of credit for the internship and delayed graduation. In his analysis of a state-wide internship program in North Carolina, Kiel (1972) concluded that faculty would have to learn new skills to effectively interact with internship students. Even though this learning could initially be costly to the administering institution in allocation of faculty resources, he felt these costs are justifiable in terms of student learning that occurs in the internship experiences (p. 45-49).

3) Letter grading for internships/cooperative experiences should be eliminated and the credits should be awarded on a pass/fail basis. Students

felt unfairly treated when employer standards were not the same as those of the school evaluator.

4) The internship should be long enough so the employer is willing to train the student, and the employer should not be encouraged to refuse permanent employment to a satisfactory employee.

When unemployment is high in an area, students may be willing to accept coop-level jobs on a full-time continuing basis, closing a source of intern or coop sponsorship. An employer satisfied enough with a student worker to offer full-time employment will probably continue to be a source of placement for the institution. Additional jobs may open up. Even if additional jobs are not forthcoming, the problem caused by permanent cooperative employees may not be acute.

Internship or coop jobs are generally entry-level. Kiel found that the public-service internships in the North Carolina program were not serving as recruiting devices for the sponsors. Students were trying out the field, not the specific job, he said (p. 46).

5) The internship should not be a capstone in the student's program but should be scheduled earlier--probably the junior year in a four-year program. The graduates said that some course work is necessary for preparation but that upper-level theory courses would have been much more relevant after the experiential situation. In addition, some graduates changed career plans after finding that they did not enjoy the practical component of their fields. Others might have felt willing to discuss alternatives to unsatisfactory internships if the credits had not been those required for graduation. Kiel cautioned that the returning student may need different types of courses than students without field experience. He was concerned that post-internship courses should "help students integrate their agency experiences" (p. 49).

Not one graduate would drop the experiential component; neither would any make the entire program experiential. They see their education as one which blends the best of both--education by theory and education by experience. One without the other is too narrow for today's world.

Portfolio/Testing Assessment of Nonsponsored Learning

The portfolio/testing assessment group was smaller, older, and excited about contributing to a program which provided these credentialing opportunities. Although the members of the telephone sample held diverse and dissimilar positions, the individuals who attended the group interviews all were or had been working in an educationally related environment where credentials were mandated either socially or by fiat. Three intended to stay in educationally related fields and the fourth (whose program included both practical experience and portfolio evaluation) had begun his own business partially because of the opportunities and contacts he had made during his program. All these individuals manifest the self-confidence that comes from a clear set of goals and a clear sense of self-fulfillment.

The fifth individual in this group, Glenda, had not completed a portfolio/testing assessment but had been included in the sample because she had completed an internship/cooperative associate's degree program. This woman was now participating in a doctoral-level program which she was structuring to include a nontraditional component. Because she met with the portfolio/testing group, her comments were relevant to that assessment method and are included here. When specifically queried about the internship component of her first program, Glenda indicated she had completed the program because of geographic proximity, not because of the internship. The credential itself gave her the self-confidence to continue her education. Although a testing component was available through standardized methods, she did not avail herself of these oppor-

tunities and was discouraged from doing so by her counselor. The counselor believed that older or nontraditional students were not as apt to perform well on tests before they had completed any course work. There were no data gathered in this project to either substantiate or negate this assumption. However, one of the interviewees who works closely with members of the United Auto Workers indicated that many line workers are afraid to attempt tests and will avoid a program that is substantially based on CLEP or other forms of standardized testing.

The portfolio/testing group included Robert, who had received credit for police training. His credit was assessed by an oral interview over material presented in a portfolio. The credit was used to replace individual courses in the curriculum. Robert is still in police work in a community where academic credentials are mandated and he is helping set up an assessment program at a local community college. He has completed two degrees and has begun a doctoral program.

Jeannie had been coaching championship high school women's athletics but found she needed a degree to be accepted in coaching circles where her athletes could receive the recognition they deserved. Diagnosed as terminally ill, Jeannie had two operations and began rehabilitation. She wanted a diversion and began her class work, then decided she had set the degree as her personal goal and entered the portfolio assessment program. She completed the baccalaureate degree, went on to finish her master's and is now enrolled in a doctoral-level program. She is still in charge of those high school athletes and says she feels fine.

An immigrant, Frank was fluent in two languages and tested out of several courses in an extension-type program. Although he is a high-level union official, Frank felt he needed the credential to be accepted in the educational

community where his job responsibilities took him. He, too, has completed both a bachelor's and a master's degree and has begun work on a doctorate. He wants to be able to teach in areas where he has developed expertise. Frank was most critical of programs which did not allow experiential credit for prior unsponsored learning. He felt he knew more than the instructors who were trying to teach him about the labor movement. Frank also indicated that those workers who were eligible for union educational reimbursement would also benefit from portfolio assessment. Their funds and time are still limited, and the spectre of six or eight years of degree work does not appeal to these individuals.

Tom had begun the program because he was interacting with education personnel and wanted to feel equal. He received about 40 semester credits for material documented in his portfolio presentation and also participated in several practical experiences as part of his program. Because of many of these experiences, he branched out and now owns his own business decorating institutional interiors.

Neither Tom nor Jeannie was required to pass a test for the credits, as Robert had been. They both indicated that the idea of portfolio assessment had seemed an easy way to pick up credits, but both were emphatic that the rigors of portfolio preparation and presentation went far beyond their expectations. Both at least once considered earning their credits in another manner--possibly through course work. Jeannie especially noted that the perceptions of these types of programs as "easy credits" need to be combatted.

Because this group was so successful, we had no tempering comments by individuals for whom the program did not work. However, the group's perceptions are useful and were consensual:

Because these individuals had achieved reasonable financial security

before applying to a degree program, they looked upon their degree as a necessary credential, not an entry tool for the job market. Most wanted to become credentialled equals with their colleagues or with those individuals with whom they interacted. In their perceptions, a degree is a degree is a degree regardless of the program which it represents. Those who completed the portfolio assessment process agreed that those credits were definitely "earned" and much more rigorously than they would have suspected. The process of compiling and documenting their life's accomplishments caused Jeannie and Tom to realize how much they had accomplished in life and boosted their self-confidence. All agreed that the portfolio process would be a waste of time for the young traditionally aged student who would have little experiential learning to credential.

None would suggest that the credentialling process should be easier--but they felt the process should be better structured and better explained to those who plan to take this type of program. Neither did any suggest that the degree be awarded without a traditional or classroom component, but they stressed that time is a problem to the older student. The head start in a program that the portfolio and the testing assessment give a student is often the deciding factor as to whether the student will complete the classroom component and earn that desired credential.

Summary of Perceptions Regarding the Experiential Components

This chapter attempted to explain the feelings of the graduates regarding the experiential components of their programs.

All three groups of graduates were adamant that the experiential components of these programs should be continued. However, they had some specific recommendations for administrators of these programs:

The portfolio assessment process is most useful to the older student who has gained substantial experiences in work and other activities but would be a waste of time for the young traditionally aged college student. This assessment method still has a negative connotation among traditionalists and among those who are not familiar with nontraditional education. The students felt the reputation is unfair. The students who completed a portfolio assessment said the program was rigorous and much more work than originally expected. They felt that adequate counseling should be available when students are preparing their portfolios.

Adequate counseling was also a need cited by the cooperative/internship students. They believed that a school representative should be available to students when the cooperative experience was not progressing satisfactorily. This counselor should make the expectations of the cooperative/internship program clear to both the student and the employer. The graduates said that grading should not be a part of the practical experience and that the experience should be long enough for the employer to spend time training his or her unskilled employee. The graduates believed that the cooperative or internship experience should come early enough in the program to allow for changes in career plans and for completion of higher level theory classes after the tempering effect of the practical experience. The graduates all asserted that the practical components of their programs create a blend of the best of the theoretical and practical worlds.

Chapter XI

THE MODEL

Author's note: Material presented in this chapter should be interpreted with caution. This portion of the study can be considered a pilot analysis only. The model was to be a second-year project and reported here is the result of trial and error with variables developed for other purposes. The data were manipulated with the intent of including as many cases as possible to identify patterns and explanatory variables which could be investigated later. Until a model is validated with variables designed for that purpose, these results should be considered a status report and should not be used to justify or modify any educational program.

This chapter will report attempts to identify a composite measure of overall success and to identify the characteristics of experiential programs and students which predict this success. The characteristics identified will be used to construct a model which will serve as a foundation for future research regarding experiential programs. The analyses in this chapter are conducted in fulfillment of two objectives articulated for the study.

Success

In order to begin development of a model which would predict "success" for this diverse group of graduates, the first task was to identify a measure of success which would be applicable to most or all of the respondents. A factor analysis which combined five individual measures was used. The variables factored represented the work environment, the post-graduate educational environment, and personal development. Those variables which had only a dicotomized dimension were not used because the variation would be minimal.

The measures selected were: 1) attitude toward present job as a career path, 2) perceptions of preparation for the job market, 3) total personal development score, 4) perceptions of preparation for advanced study, and 5) perceptions of performance in advanced study. (These variables are described and discussed in Chapters VI through VIII.)

Using the SPSS program FACTOR, a principal factor with iterations was performed with varimax rotation. Two major factors appeared: 1) an education factor and 2) an employment factor. After rotation the first factor had an eigenvalue of 1.32 and accounted for 67.2 percent of the variance. The second factor had an eigenvalue of .64 and accounted for 32.8 percent of the variance. Factor loadings for both factors are listed below. For the education factor, both preparation for and performance in advanced education have high positive loadings, .66 and .91 respectively. The work variables have loadings of less than .02. Personal development does not load specifically on either factor but becomes a shared variable, loading .21 with the education factor and -.18 with the work factor. On the work factor, preparation for the job market loads .74, while attitude toward the job as a career loads .19. Preparation for and performance in advanced education load .15 and -.05 respectively.

Because the two factors were so distinct, it appeared that two measures of overall success were emerging and thus analyses to predict were conducted on each factor separately. In order to provide one single score for each graduate for each factor, factor score coefficients for each factor were generated by the factor analyses. These coefficients were used to construct a composite score for each individual. Each coefficient was multiplied by the individual's score on the relevant variable; these scores were summed for each graduate to provide one composite score for each factor. Where the individual did not have a job or had not continued in advanced study, a zero was included on that component in the factor score. (Factor score coefficients are listed in Table 25.)

Regression analyses described on the next page were performed twice, once on each total factor score.*

*The preliminary regression analyses were also run on the individual variables used to make up the composite score. These results were similar. Copies of all analyses will be kept on file in the Central Michigan University offices and may be seen on request.

Table 25

Factor Analysis - Loadings and Coefficients

	Factor Loadings		Factor Score Coefficients	
	Education Factor	Employment Factor	Education Factor	Employment Factor
Present Job in Career Pattern	.01	.19	.00	.08
Preparation for Job Market	.01	.74	.01	.70
Personal Development	.21	-.18	.02	-.08
Preparation for Advanced Study	.66	.15	.17	.14
Performance in Advanced Study	.91	-.05	.81	-.10

Interesting is the shared loading of personal development. One possible explanation for the positive loading with education and a comparable negative loading with employment could be that individuals who are interested in furthering their education are also growing more personally, while those who are concentrating on career development are not expending as much effort in other areas of development.

In order to explain some of the variation in the two composite factors, several demographic and program variables were entered hierarchically into a regression equation. Some of the variables were continuous and some were dichotomous. The variables were:

--highest degree held
--amount of prior college education: some courses, associates' degree, baccalaureate degree
--financial assistance: institutional, governmental, personal
--assessment methods: portfolio, testing
--number of experiential credits
--final official grade-point average
--income
--age
--feelings about career potential of the job held during the program
--race
--number of children at home
--sex
--marital status
--interaction terms: male married, female married, female single

The Education Factor

For the education factor, the overall amount of variance accounted for by these variables was .168, and none of the variables was significant in the equation, although being married, older, and amount of prior college work accounted for the most variance (.028, .031, and .020 respectively). Thus new variables were sought to account for the differences in the dependent composite variable. Because the method had become an exploration rather than a hypothesis test, a select list of variables was added to the equation one at a time. If the increase in R^2 was not significant at .10 or less, the variable was eliminated and another variable was tried. The variables were added to an existing equation which included:

--highest degree
--amount of prior college education
--finance: institutional, governmental
--number of experiential credits
--income
--age
--prior job as a career path
--marital status
--female/single
--race

Nineteen variables were tested and inserted in the equation immediately after the financial component. Of those variables, two contributed significantly to explain the variation: 1) attendance at an institution which was not in an urban environment and 2) receipt of credits for professional experiential work. The urban factor contributed .079 ($p = .011$).

The coefficients for these variables were -.83 and .57 respectively and the constant was -.21. Thus an individual with a score of zero on all explanatory variables would have a score of -.21 on the education factor. Graduation from an urban institution would decrease the education factor by .83 when the other variables in the equation are controlled. Receipt of credits for professional experiences would increase the education composite by .57 when the other variables in the equation are controlled. Also strong

in the equation, although not significant in increasing the R^2 was marital status. Being married accounted for .030 of the overall R^2 ($p = .097$). The coefficient for marital status (-.37) indicated that being married decreased the score on the educational composite by .37 when the other variables are controlled. The list of variables entered in the equation, their coefficients and R^2 increase are listed in Table 26. The final equation is in Table 27.

Overall R^2 for the educational equation was .25, indicating that the final set of predictor variables accounted for one-fourth of the variation in the education composite.

An inspection of beta weights*, which indicate the relationship of the variables to the education factor when all items have been standardized, could provide more insight into the relationships between the various predictors. The betas for urban institution, professional credits and marital status were -.33, .22 and -.14 respectively. Other strong betas were highest degree (.21), amount of prior college (.17), number of experiential credits (-.22) and income (.18).

Thus the single individual who had earned credit for professional experiences and who had completed a program at a non-urban institution could be expected to have a higher score on the composite education factor than other individuals. This individual was likely to have completed more college work before entering the program, to hold a higher level degree, have a higher income, and have fewer experiential credits than the other graduates.

Emerging from these data seem to be the conclusion that the individual who has had a professional background, who is single and attended a non-urban institution is more likely to score higher on a composite measure of educational success, especially if that individual entered the program with prior college and now holds a higher level degree. The individual received more of his or her credits

*The reader will recall that beta weights are generated when all the variables are standardized in a continuum from zero to one and thus provide a measure of the comparative strength of the predictor variables.

Table 26

Coefficients, Changes in R^2 for Variables Entered in Regression for Education Success Factor

First Equation--Variables Omitted	b	Beta	Change in R^2	p
Official Grade-Point Average	-.00	-.09	.005	.544
Number Children at Home	.11	.12	.000	.905
Sex	-9.86	-3.87	.002	.676
Female/Married	10.40	3.80	.046	.056
Male/Single	Tolerance too low to calculate			
Portfolio Assessmnet	-.75	-.28	.010	.354
Testing Assessment	-.76	-.21	.002	.681
Second Equation--All Variables Entered Separately (see text)				
Urban Institution	-1.11	-.43	.079	.010*
Technical Job Now	-.02	-.01	.000	.983
Professional Job Now	.23	.08	.010	.340
Clerical Job Now	.13	.04	.000	.998
Professional Credits	.57	.22	.072	.011*
Miscellaneous Credits	-.16	-.04	.000	.885
Clerical Credits	.32	.08	.003	.590
Technical Credits	.15	.03	.001	.779
Administrative Credits	-.35	-.09	.007	.430
Private Employer	.07	.03	.001	.727
Self Employed	-.32	-.03	.000	.950
Public Employer	.05	.02	.000	.890
Expected Job Benefits	.07	.10	.008	.394
Expected Job Benefits Realized	.08	.12	.013	.262
Goal: Job Improvement	.05	.02	.000	.995
Goal: Credentialling	.16	.07	.007	.404
Goal: Personal	-.16	-.08	.002	.647
Job Related to Studies	.24	.06	003	.614
Same Employer as in Program	-.04	-.02	.001	.803

through nonexperiential sources and has a higher income. Thus successful experiences in academics seem to encourage further activity in academics.

Table 27

Coefficients, Changes in R^2 for Regression on Education Success Factor

	b	Beta	Change in R^2	p
Highest Degree	.42	.21	.015	.262
College before Entering	.43	.17	.020	.194
Institution Financed**	.32	.08	.001	.726
Government Financed	-.00	-.00	.001	.782
Urban Institution	-.83	-.33	.079	.010*
Professional Credits	.57	.22	.072	.011*
Number/Experiential Credits	-.02	-.22	.015	.238
Income	.03	.18	.014	.250
Age	.01	.06	.000	.859
Prior Job as Career Path	.05	.03	.000	.987
Married	-.37	-.14	.030	.097
Female/Single	.20	.07	.002	.649
Race	-.06	-.02	.000	.853
	Constant = -.21		Total R^2 = .2497	

** Includes Employer

The Employment Factor

The procedure followed in explaining the educational success factor was also used to explain the employment factor. The first equation accounted for .233 percent of the variance, and age was the only variable significant in the equation, although being married and white accounted for .007 and .018

percent of the variance respectively. The new variables entered in the equation are listed in Table 28 with their coefficients and the amount of variance in the equation accounted for. The final equation is in Table 29.

Of the new variables, age, number of expected job changes, and employment in the public sector accounted for significant changes in the R^2. Age contributed .053 to the R^2 ($p = .026$); number of expected job changes contributed .067 ($p = .015$), and public employer contributed .048 ($p = .045$). Also contributing to the R^2 were the number of expected job changes realized (R^2 change = .030, $p = .095$) and graduation from an urban college (R^2 change = .040, $p = .073$). Overall R^2 for the equation was .28 or almost 30 percent of the variance. The constant in the equation was 1.23, indicating that if all scores on the predictor variables were zero the individual would score 1.23 on the employment success factor. Coefficients for those variables contributing significantly or near significance to the R^2 were: age, -.03; number of expected job changes, -.01; employment in the public sector, .39; graduation from an urban institution, .34; and expected job changes realized, .11. Thus when the other variables are controlled, an increase in age would decrease the employment success score .03 and increase in the number of expected job changes would decrease the employment score .01, employment in the public sector would increase the score .39, graduation from an urban institution would increase the score .34, and an increase in the number of expected job changes realized would increase the score .11.

An inspection of the beta weights suggests one other predictor, number of experiential credits. The beta for experiential credits is .17; for age, -.34; for expected job changes, -.03; for public employer, .22; for expected job changes realized, .24; and for urban college, .19. Interestingly, when expected job changes was entered in the equation without accounting for

changes realized, the influence was positive. (The correlation between the two variables is .78 indicating that they are probably accounting for overlapping variance. The correlations between employment success and expected changes is .297; between success and changes realized, .34).

Thus the individual who realizes the greatest number of expectations regarding job changes is likely to have a higher employment success composite than other individuals, especially when that individual attended an urban institution, works for a public institution, is younger and received more experiential credits than the other graduates.

Sosdian and Sharp seem to be identifying some of the same types of information, finding that graduates who were employed in "social service sites (education, counseling, protective services, and so on) were more likely to [apply for further education]" (p. 85).

Some explanations appear obvious--in an urban environment the employment opportunities would be greater than in a nonurban environment. Realizing one's job expectations should increase job contentment, and receiving recognition academically for a greater number of experiential activities suggests the individual has achieved much through nonacademic sources and is self-assured enough to ask to have these experiences accredited. The other explanatory variables lead to some speculation: public funds in the State of Michigan are currently very tight, and the younger individual may see more opportunities for growth and advancement than an older individual who has already achieved a higher-level, higher-paying position. The importance of experiential credits suggests that younger does not mean very young or entry level. Public rules for advancement are generally very clear and generally based at least partially on credentials; thus the younger public employee, who has enough tenure for job security, should be very clear as to his or her job status even in a tight economy.

Table 28

Coefficients, Changes in R^2 for Variables in Regression for Employment Success Factor

	b	Beta	Change in R^2	p
First Equation--Variables Omitted				
Official Grade-Point Average	.00	.16	.002	.676
Number Children at Home	-.07	-.10	.002	.713
Sex	5.42	3.01	.010	.353
Female/Married	-5.91	-3.06	.030	.108
Male/Single	Tolerance too low to calculate			
Portfolio Assessment	.23	.12	.004	.586
Testing Assessment	.25	.10	.009	.383
Second Equation--All Variables Entered Separately (see text)				
Urban Institution	.32	.18	.040	.073
Technical Job Now	.08	.04	.002	.709
Professional Job Now	.35	.18	.013	.312
Clerical Job Now	-.11	-.04	.003	.644
Professional Credits	-.21	-.12	.030	.113
Miscellaneous Credits	-.06	-.02	.001	.765
Clerical Credits	.20	.07	.021	.195
Technical Credits	-.01	-.00	.002	.677
Administrative Credits	.26	.09	.015	.274
Private Employer	.00	.00	.002	.724
Self Employed	-.10	-.01	.000	.914
Public Employer	.44	.24	.048	.045*
Expected Job Benefits	.07	.15	.067	.015*
Expected Job Benefits Realized	.11	.24	.030	.095
Goal: Job Improvement	-.08	-.06	.001	.828
Goal: Credentialling	-.04	-.02	.000	.935
Goal: Personal	-.03	-.02	.004	.543
Job Related to Studies	-.06	-.02	.000	.964
Same Employer as in Program	-.24	-.14	.001	.315

Table 29

Coefficients, Changes in R^2 for Regression on Employment Success Factor

	b	Beta	Change in R^2	p
Highest Degree	-.11	-.08	.000	.895
College Before Entering	.16	.09	.007	.468
Institution Financed**	-.09	-.03	.001	.808
Government Financed	.07	.04	.010	.370
Urban Institution	.34	.19	.040	.073
Public Employer	.39	.22	.048	.045*
Expected Job Changes	-.01	-.03	.067	.015*
Expected Job Changes Realized	.11	.24	.030	.095
Number/Experiential Credits	.01	.17	.002	.648
Income	-.01	-.09	.001	.305
Age	-.03	-.34	.053	.026*
Prior Job as Career Path	-.01	-.01	.000	.965
Married	.12	.07	.008	.390
Female/Single	-.09	-.04	.000	.897
Race	-.19	-.09	.007	.414
Constant = 1.23		Total R^2 = .2849		

**Includes Employer

General Comments on the Model

The intent of this portion of the study was to develop a model which could be validated during the second year of the study. The variables identified only suggest explanations of the overall criterion "success" and should be used as a foundation to develop a broader, more succinct model. Neither equation accounted for more than 30 percent of the overall variation, and, thus, 70 percent of the variance is unexplained. Part of the low explanatory value of the equation could be attributed to the low variation in both the criterion and the predictor variables. Most of each factor depends on one variable: performance in advanced study for the education factor and preparation for the job market for the employment factor. Although these variables provided useful information about the graduates, the point spread was small and thus variation among the graduates was low. In addition, both of these variables were those on which no differences appeared among the assessment groups. If a second year project is later possible, these variables should be remeasured with more point variation. Additional measures should be explored.

In addition, the significant explanatory variables should be explored further, and interaction between the variables should be explored both mathematically and empirically.

The patterns developing within these data are very useful in explaining to program directors the types of students they are serving and the changes these programs are making in the student's development. However, the information analyzed here is only a beginning and needs supplementation with additional study and additional information from the individuals most affected by the programs--the graduates.

Table 30

Means and Standard Deviations for Regression Variables

	Mean	S.D.
Education Success Factor	1.24	1.27
Employment Success Factor	.79	.90
Highest Degree	1.85	.62
College Before Entering	1.26	.50
Institution Financed	.13	.34
Government Financed	.61	.49
Urban Institution	.58	.49
Technical Job Now	.25	.43
Professional Job Now	.32	.47
Clerical Job Now	.14	.35
Professional Credits	.43	.50
Miscellaneous Credits	.10	.30
Clerical Credits	.11	.31
Technical Credits	.07	.26
Administrative Credits	.11	.31
Private Employer	.31	.46
Self Employed	.02	.12
Public Employer	.43	.50
Expected Job Changes	3.05	1.83
Expected Job Changes Realized	2.64	1.90
Goals: Job Improvement	.59	.65
Goals: Credentialling	.48	.59
Goals: Personal	.61	.61
Job Related to Studies	.88	.33
Same Employer as in Program	.48	.53
Number/Experiential Credits	12.87	14.31
Income	18.15	9.05
Age	37.79	11.85
Feelings About Prior Job	1.85	.81
Married	.52	.49
Female/Single	.26	.44
Race	.73	.44
Grade-Point Average	3.26 (326.15)	.47 (46.95)
Children at Home	1.25	1.44
Male/Single	.12	.33
Female/Married	.31	.46
Portfolio Assessment	.35	.48
Testing Assessment	.14	.35
Sex	.57	.50

Chapter XII

SUMMARY, CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH

This study was a cooperative effort of six post-secondary institutions in the state of Michigan to assess the post-graduate development of graduates of their programs. The programs were specifically selected because they included both an experiential component and a liberal studies-type curriculum. Participating in the project were:

Central Michigan University
Delta College
Detroit College of Business
Detroit Institute of Technology
Madonna College
Wayne State University.

The study was designed to accomplish seven goals:

1. Identify the relationship between participation in adult programs integrating experiential and liberal learning and subsequent personal development.
2. Identify the relationship between adult programs integrating liberal and experiential learning and subsequent employment opportunities of graduates.
3. Identify the relationship between participation in nontraditional programs combining liberal and experiential learning and subsequent performance in formal and informal programs of continuing education and in graduate education.
4. Identify the characteristics of students and programs which contribute to post-graduation success.
5. Construct a model based on the variables identified in the previous steps of the study.
6. Identify the relationship between experiential learning credit awards and academic performance.
7. Evaluate the effectiveness of the model.

Method

For the study 195 graduates of the Michigan programs were interviewed by telephone. They were queried about their professional development, their personal development and their experiences in education since completion of the

program. The graduates were also asked specific questions regarding their perceptions of the experiential learning components of the programs. In addition several small group interviews were conducted to expand on the information gathered during the telephone interviews. The small group interviews were structured to encourage verbal interaction among the graduates.

Because the study was intended to explore different types of programs with experiential learning components, the respondents were divided into three groups based on the type of experiential learning credit the graduate received. The classifications were: 1) portfolio assessment of unsponsored learning, 2) cooperative or internship experiences--sponsored learning, and 3) testing assessment of unsponsored learning. Analyses attempted to determine whether differences are found among graduates who have completed different types of experiential programs.

Demographics

When the groups were compared, the experiential programs appeared to be serving at least two distinctly different groups of individuals. The cooperative/internship programs, which are designed to provide the student with at least some applications for the theoretical foundation provided in curricular classwork, are serving a group which appears most likely to benefit from that type of program. The internship/cooperative group is overall more than 10 years younger than the portfolio or testing group, more likely to be female, less likely to be married, has fewer children, and earns seven to 10 thousand dollars less income per year than the portfolio and testing groups. The implication of these differences is that the internship/cooperative programs are serving those individuals who are entering a profession and whose resume could benefit from experience. As a contrast, those who entered a program which credentialled nonsponsored experiential learning appear

to be those who have no need of apprentice-type experiences and who have substantial involvement in a work environment. These individuals are asking for recognition for learning they have acquired through their own initiative rather than through the formal classroom. Programs which allow this type of experiential component are still rather new in higher education.

Post-Graduate Development

Personal Development: The groups of graduates were fairly even in their personal development after graduation, whether they merely began reading more about an interest or became actively involved in a new activity. The graduates new interests ranged from political involvement to the arts to new hobbies, and the involvement most often cited was reading more or following more closely in the media. However, the intensity of involvement varied from continued acquisition of new information in an area to active participation.

Regardless of the type of personal development, nearly all the graduates pointed to their program or classes as awakening an interest or increasing their awareness of the new activity.

Employment Opportunities/Professional Development: The graduates were consistent in their belief that their nontraditional credential was just as good as a traditional degree in the job market. The vast majority of the graduates were gainfully employed when they were interviewed, and about half were still with the same employer they had during the program.

However, most of the differences among the groups were in the employment area and most were divided between cooperative/internship graduates and the portfolio and testing graduates. The testing and portfolio groups were more likely to feel their jobs were at a level somewhere between on-a-definite-career-path

and realizing-their-career-goals. The cooperative/internship group indicated that their jobs were on an average not quite meeting the career path level. This assessment of career status must be tempered with the knowledge of the youth and sex of the cooperative/internship group. The economy in Michigan is such that career development may be moving slowly for all individuals, not only those just beginning their careers. A curvilinear relationship seems to exist between age and job satisfaction, with the younger individuals being least satisfied and the middle-aged group indicating peak satisfaction. Older, looking-to-retirement individuals may approach the dissatisfaction of their young colleagues.

An interesting sidelight to the job-status assessment is the number of expected job-related changes realized by the three groups. From a possible zero to five, the younger cooperative/internship group averaged above three while both the portfolio and the testing groups were below that number. The testing group averaged only 2.2. This could also be attributed to the status of their current jobs. For example, an entry-level individual may have nowhere to go but up, while a more settled, midcareer individual may find job changes coming more slowly.

Overall though, the internship/cooperative group was lower in the number of their goals realized by the program, whether these goals were job-related or not. A number of explanations could account for these differences.

First, younger people, as in the internship/cooperative group, do not often enter their college programs with realistic and attainable career goals. The older, more settled portfolio and testing groups have already made career choices and are often using credit as a vehicle to help them attain finite and realistic expectations. In the working environment, the portfolio and testing groups would have had many opportunities to assess the advantages and disadvantages of a college education, while many members of the younger group would have only their dreams. The college credential does not pretend to alleviate all problems or to fulfill all expectations.

Performance in Formal and Informal Programs of Continuing Education and in Graduate Education: The individuals who continued with post-graduate education indicated that they were as well prepared or better prepared than their traditional classmates and that they performed as well or better academically than their traditional classmates. This perception was constant regardless of the method of experiential assessment. Although nearly 90 percent of the graduates who applied to other programs experienced no problems with their degree as an academic credential, the highest percentage who did have problems was in the internship/cooperative group. These individuals did not experience consistent problems: some had credits that did not transfer, some had attended a school that was not accredited at the time, some had to take additional classes, and some had problems with the nontraditional credits. More than half of the group applied for additional study, and the percentages were consistent regardless of the type of experiential assessment.

Model/Characteristics of Students and Programs which Contribute to Post-Graduate Success: An Explanation

When the various measures of success were combined and analyzed, many of the explanatory variables were not program related. For both the education composite and the employment composite, the urban location of the school was one explanatory factor, a positive influence in employment and a negative influence in education. Logically, the greater number of employment opportunities in an urban environment could account for the relationship between the urban location and the employment factor. The negative relationship between urban location and education is harder to explain. One possibility is that the richness of the urban environment provides competing activities for those who might have time for post-graduate education. For the educational factor, also important was the single individual and the individual whose credits for experiential learning were awarded for professional activities. Thus the professional, single individual who attended a non-urban institution is likely to have a higher composite score on the educational factor than other graduates.

This individual might be pursuing advanced education to fill a gap, to develop new interests, or because personal responsibilities may be fewer. Because a number of the variables included in the composite factor measured the individual's perception of his or her success, one cannot rule out the explanation that this individual had more self confidence and rates his or her achievements at a high level.

When the employment factor was analyzed, age was another strong explanatory factor, although with a negative effect. Also important in the model was the number of specific job-related changes expected and the number realized after the program was completed. Employment in the public rather than the private sector was also strong in the employment factor. A relationship between the promotion and pay criteria for public service advancement could be emerging. For example, in civil service, military service, and many other public employment jobs, guaranteed pay or promotion result if an individual completes a certain level degree program. Thus for these individuals, the employment-related job benefits for completion of degree programs are specific, finite, and communicated to the employee. When age is considered as a negative factor (we would speculate that younger does not mean entry-level), we can suggest that the individual perceiving him or herself successful in the employment sector is at midcareer in public employment, was aware of the job benefits associated with completion of the program, had expectations that were realistic, and received the benefits expected upon graduation.

Evaluation of the Model: The model will be evaluated if funding is secured for a second year of the project.

Experiential Credit Awards and Academic Performance

Critics are concerned that individuals who complete a program with a large experiential component will be unable to compete academically as well as individuals whose learning comes exclusively from academic sources. A correlation analysis between the graduates' grade-point averages and the number of experi-

ential credits received indicated there was no linear relationship between academic performance and experiential credit awards.

Experiential Components

Other than the presence or absence of credits for professional experiential learning, the differences between the student groups did not seem to be programmatic but could easily have been attributed to demographics. However, in order to discuss the programmatic benefits and shortcomings, small groups of the graduates were gathered and asked to comment on their specific experiences with the experiential component of their degree programs. The group of portfolio and testing graduates who attended was very small and fairly homogeneous in that all were enrolled in doctoral-level degree programs. These individuals indicated they were generally interested in a credential when they entered the program. Coupled with the results of the model, this goal is not surprising. They had achieved reasonable financial security before entering the program and had personal or status reasons for desiring a degree. Time was a problem for these individuals, and the possibility of credit without classwork was very attractive. They believed in retrospect that the portfolio compilation was very difficult and they had considered enrolling in classes rather than completing the presentation. They said the rigor and scrutiny of portfolio assessment was not generally realized by either the public or by the entering student and felt that a portfolio assessment would be a waste of time for the young, inexperienced student. They also stated the parent institutions should expend some effort in alleviating the perception of the portfolio assessment as an easy way to acquire college credits and in providing adequate counseling while the portfolio is being prepared.

The internship group was larger and more varied in achievements and feelings about the programs. They were specific in their feelings that the internship should be structured enough that the student and employer had similar expectations and goals for the project. They requested counselors who were not intimidating and who

were available for intervention when the cooperative experience did not progress satisfactorily. The graduates said the experiential component should not be a final or capstone experience in the program but that some higher-level course work should be completed after the student has participated in a practical experience. The graduates would not assign a letter grade for the experiential component and they would make the experience long enough so that the employer would be willing to spend some time training the student and assigning projects that could be completed.

All three groups--portfolio, testing and cooperative/internship--said the experiential component was broadening if handled properly, but were adamant that they would eliminate neither the classroom component nor the experiential component. They were in favor of experience-enriched education.

Conclusions

Institutional administrators should be comfortable that their programs are serving the populations they are designed to serve. The younger, inexperienced group (or the reentry adult) is being served by the cooperative/internship programs which generally provide entry-level skills. The portfolio and testing programs are serving those individuals who believe they have acquired college-level learning and wish to have this learning recognized in an academic environment. None of the graduates asked for an "easier" program or an "easier" way to earn credits. The differences in the benefits of the degree as a credential do not seem to be programmatic, but seem to be the result of entirely different populations dealing with the job market and the academic world. The graduates feel their experiential learning is valuable and coupled with the classroom experiences provides a valuable program.

This study did not compare traditional and nontraditional programs, nor was it designed to make comparisons between institutions per se. Thus, none of the results should be interpreted as indicating that one institution is superior to another or that one type of academic program should be eliminated to make room

for another. In fact, the evidence indicates that programs with nontraditional components--which are new to higher education and often regarded with suspicion by traditionalists--are serving a definite need, are rigorous in themselves, and should be regarded with as much respect as programs which involve only traditional dimensions.

Suggestions for Further Research

If the project had been funded for a second year, additional research questions are suggested strongly by these data. First, a control group of non liberal studies graduates should be included in the study. Although this project included a component of business graduates, the study was not designed for this type of control. The results or differences among the experiential groups which changed when the business graduates were removed were minimal. Differences among those who were employed became significant when the business students were removed from the analysis, and in the cooperative/internship group the employed dropped almost 10 percent. The differences among the groups in numbers of specific job-related changes realized and number of unexpected goals realized after graduation were no longer significant after the business graduates were removed. These changes in the group structures should be explored.

Also requiring more investigation is the relationship between the demographics of these individuals and their success after graduation. Although the differences among the groups are obvious, the relationship between these demographics and success has been speculative. In addition, more attention should be devoted to developing new instrumentation for the general measure of success. The new instrument should include a dependent measure with more variation and should involve more continuous measures for predictive variables.

The second year project will also include graduates of nontraditional programs who did not avail themselves of the experiential components. If funds permit, the second year project will also examine those individuals who dropped out of or became inactive during the course of the program. The problems of these

individuals could be very useful to administrators who are responsible for serving the adult student.

In a second-year project an attempt should be made to survey employers of nontraditional students and to glean their perceptions of the performance achievements of the nontraditional graduate.

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Appendix I

INSTITUTIONAL PROFILES

Central Michigan University, Institute for Personal and Career Development

The Institute for Personal and Career Development was established by Central Michigan University in 1971 as an extended degree program. The Institute is charged with providing education to persons who, because of personal or professional responsibilities,cannot pursue a more traditional education. The main campus in Mt. Pleasant, Michigan administers program centers in 15 states, the District of Columbia, and two foreign countries.

Approximately 9,000 students are actively involved in Institute programs during a year, and more than 10,000 students have earned degrees through the Institute.

Central Michigan University is accredited through the doctoral level by the North Central Association of Colleges and Schools.

Of the students completing degrees in May 1980, 17 percent were minorities and 19.8 percent were women. Black non-Hispanic students comprised 82.5 percent of the minorities. More than half the graduates were between the ages of 30 and 40.

The Institute offers both graduate and undergraduate degrees. Those individuals sampled on this project have completed a bachelor's degree in liberal studies, individualized studies or community development. Most of the graduates completed their program through the Institute's Michigan-based Individualized Degree Program or its Hawaii Regional programs. The programs allowed experiential credit through assessment of nonsponsored learning and the Michigan program also provided a sponsored experiential component called the planned experience. Graduates selected for the sample were those who had utilized the assessment process.

Delta College

Delta College is a two-year locally supported community college serving the counties of Saginaw, Bay and Midland, located in east-central lower Michigan. The college district is varied and students are drawn from urban, suburban and rural settings. Approximately 13,000 full and part-time students attend Delta College each year.

For purposes of this study, the students who have graduated from Delta's Urban Public Service Program were sampled. Prior to their graduation, all of the students had to serve a minimum 150-hour internship with one of sixty local human service agencies. A record of all these students has been kept over the last eight years and was used as part of the study data.

Approximately 80 percent of these students are white (not of Hispanic origin), 15 percent are Black (not of Hispanic origin), and the remainder are Hispanic. A full 90 percent of the Urban Public Service graduates are women. Ages range from 18 to approximately 50, with the two largest groups being either under 21 or in the 21-35 category.

Each student, prior to graduation, had to write a narrative describing his or her field experience. These are all on file and provided a good source of initial data for at least one group within the proposed study.

Detroit College of Business

Detroit College of Business is an independent, nonprofit, coeducational institution which has its main campus in Dearborn, Michigan. The fall 1979 enrollment was approximately 2,200 students, which includes the extensions located in Flint, Grand Rapids, and Madison Heights.

Detroit College is accredited as a senior college of business by the Accrediting Commission of the Association of Independent Colleges and Schools, the official commission recognized by the U. S. Commissioner of Education as the national accrediting agency for this field.

It is also one of the institutions of higher education listed by the United States Department of Health, Education, and Welfare in the Education Directory, Higher Education, and is chartered by the State of Michigan to grant degrees. A bachelor's degree earned at Detroit College of Business with a major in accounting is fully recognized by the Michigan State Board of Accountancy. Thus, a graduate is immediately eligible to sit for the C.P.A. examination.

For the study, Detroit College submitted a list of approximately 245 names and addresses of students who participated in the Cooperative Education Program during the past three years. Cooperative education is the integration of classroom instruction with specific planned periods of learning through productive work experience usually found off-campus. This employment is related as closely as possible to the student's major field and individual interest.

Detroit Institute of Technology

Today, 1,412 students are enrolled in baccalaureate or associate degree programs at the Detroit Institute of Technology. Because DIT is not a residential college, all of its students commute daily. Seventy percent of these students are enrolled full-time and 30 percent attend on a part-time basis.

The ethnic and racial composition of DIT is essentially a reflection of the ethnic and racial shifts that have occurred in Detroit over the last decade. Black Americans and other non-white and ethnic minority students account for approximately 78 percent of DIT's current enrollment.

Male students outnumber females at DIT by almost a 3:1 ratio--DIT is 62 percent male and 38 percent female.

Nearly 82 percent (more than 1,100) of the students enrolled at DIT are residents of the City of Detroit, and products of the Detroit Public School System.

Although some 60 percent of the students currently enrolled at DIT are from low-income families and participate in the federal and state aid programs, nearly 90 percent of all students at DIT require some form of financial assistance.

During FY 1976-77 Black American students received 71 percent of all federal student aid funds ($485,840), white Americans received 27 percent ($114,379), and other non-white students received 2 percent ($18,900). Eighty percent of all financial aid recipients were dependent students in 1976/77. Sixty-two percent of these students were from families with incomes of less than $7,500 annually.

Of the 160 students who received bachelor's degrees from DIT in 1977, 34 percent obtained permanent employment, the majority within the automotive industry or with commercial employers.

Madonna College

Madonna College, located in Livonia, an industrial suburb of Detroit, is a Catholic four-year college, offering associate and bachelor degrees. It is sponsored by the Felician Sisters. Within the framework of liberal arts, it offers in-service and pre-service programs oriented toward professional careers. It is accredited by the North Central Association of Colleges and Schools, the National League for Nursing, and the National Council for the Accreditation of Teacher Education.

Among the unique features of Madonna College are an enrollment increase of more than 300 percent since 1972; active recruitment of and service to adults through the Experiential Learning Program (1979) and Continuing Education (1980); a degree in sign language intepreting; enrollment of deaf students in an integrated deaf/hearing campus; provisions of services to all students through the Career Resource Center (1977) and the Center for Personalized Instruction (1979); development of curricula in response to social needs: criminal justice, child care, gerontology, alcoholism education, emergency medical technology, occupational safety/health, social work, special education and nursing; and a balanced budget during its thirty-three years of existence.

Although the Experiential Learning Program had been initiated officially in 1979 with the contracting of a Director, Madonna College has awarded credit

A survey of adults participating in the Experiential Learning Program shows that the typical adult is thirty-seven years old, living within a fifty mile radius of the college (97 percent), married (63 percent), having some college credit (92 percent), presently employed (83 percent), in upper managerial positions (50 percent) or human services (24 percent). About half (61 percent) are women.

Learning outcomes for award of credit are evaluated on the basis of standardized national proficiency examinations such as College Level Examination Programs (CLEP) (24 percent), locally prepared course examinations (19 percent), oral interviews (32 percent), written recommendations and certification (20 percent), project presentation (11 percent) and portfolio preparation (37 percent).

Wayne State University, University Studies and Weekend Colleges Program

An urban university located in the heart of Detroit, Wayne State University enrolls over 35,000 students in its several schools and colleges. Approximately 1,200 of these students are enrolled in the University Studies and Weekend College Program, an undergraduate bachelor's degree program specially designed to meet the educational needs of working adults. Begun in the Fall of 1973, the program has graduated approximately 450 students.

To a great extent the students of the Weekend College resemble the national sample of students in external degree programs studied by the Bureau of Social Science Research (Sosdian, 1978). Like students in the national sample, Weekend College students are working adult males in their 30's with families. The Weekend College population, however, differs in two important respects: it enrolls substantially more Black students (33 percent) and an unusually high percentage of blue-collar and service workers (57 percent). In part, this reflects the program's outreach efforts. Under-represented are women (25 percent) and thousands of other working adults who do not have the financial resources to attend the University.

Appendix II

Michigan Consortium for the Evaluation

of Non-Traditional Education

Telephone Questionnaire

Key to the Questionnaire:

Section I: Pre-Program Status and Goals

Section II: Previous Employment

Section III: Present Employment

Section IV: Personal Development

Section V: Additional Degree Programs

Section VI: Demographics

RESPONDENT'S NAME: _____ ID: _____
(leave blank)

CITY: _____ PROGRAM: _____

TELEPHONE NUMBER: ( ) _____

STATUS:
_____couldn't reach — call back
_____refused
_____reached — call back
_____completed
_____other (specify) _____

COMMENTS: (PLEASE USE THIS SPACE TO INDICATE TIMES FOR CALLBACKS AND OTHER INFORMATION ABOUT THE STATUS OF THE INTERVIEW. PLEASE MAKE COMMENTS ABOUT THE PROGRAM ON THE LAST PAGE OF THIS FORM.)

My name is _____. I am calling on behalf of
(write your name here)
_____. We are conducting a
(institution)
study of (people) who have completed programs offered for adult learners. Did you receive our letter?

YES _____
(IF YES, SAY, good, AND CONTINUE:)

NO _____
(IF NO, CONTINUE:)

The program you completed is considered both innovative and nontraditional for many reasons. For example, the program recognizes education you acquired outside the formal classroom. We are interested in learning how the program has affected you.

Our records indicate that you completed a program at _____
_____. Is this correct?

YES _____
(IF YES, CONTINUE:)

NO _____
(IF NO, PROBE: FIND OUT IF WE WANT TO INTERVIEW THIS PERSON. IF NOT, APOLOGIZE AND HANG UP.)

If you can spare some time this evening, I would appreciate your answering some questions. This should not take more than 30 minutes.

Your answers will be treated in the strictest confidence. May I continue?

YES _____

NO _____

IF NO, SAY: You are representative of a large number of people who have completed programs in the state. It is very important for us to learn how the program has affected you. Is there some other time I could call you back and complete the interview?

ID _____

MAKE APPOINTMENT.

RECORD DAY AND TIME: _____

TURN ON RECORDER:

I would like to record our conversation. My only purpose in recording is to save the time it would take to write down all your answers. The information will be transcribed onto the proper forms and the tape will be erased.

Do you have any objections?

YES _____ (IF YES, SAY, excuse me while I disconnect the recorder.)

NO _____ (IF NO, continue.)

IF NO, REPEAT: As I said, I am calling in behalf of _____ _____ (Institution), and we are going to ask you about the non-traditional program you completed.

Please answer as honestly and completely as you can. We are interested in your immediate or "top of the head" reaction.

ID _____
(1-3)

I. PRE-PROGRAM STATUS/GOALS

1. Had you completed any college-level work before you entered your "non-traditional" program?

(4) _____ (0) NO

(1) YES

IF YES: ASK:

How much work had you completed?

(5-7) _____ _____ _____ Courses (RECORD NUMBER)

(8) _____ (1) ASSOCIATES' DEGREE

(9) _____ (1) BACHELOR'S DEGREE

(10) _____ _____ OTHER (SPECIFY) _____

2. Did you receive credit toward your program when you entered the program?

(11) _____ (0) NO

(1) YES: ASK:

What kinds of credit?

(12) _____ (1) CLEP (COLLEGE-LEVEL TESTING PROGRAM: THE STUDENT PASSES A STANDARDIZED EXAM FOR CREDIT)

(13) _____ _____ OTHER TESTING PROGRAMS (SPECIFY) _____
(MAY BE SPECIFIC TO THE INSTITUTION)

(14) _____ (1) ACE (AMERICAN COUNCIL ON EDUCATION EQUIVALENCIES: FOR SPECIAL COURSES--USUALLY MILITARY OR CORPORATE)

(15) _____ (1) EL (EXPERIENTIAL LEARNING: EQUATES NONCLASSROOM OR NONSPONSORED EDUCATION WITH COLLEGE CREDIT)

(16) _____ (1) USAFI (UNITED STATES ARMED FORCES INSTITUTE: THE COMMUNITY COLLEGE OF THE SERVICES)

(17) _____ (1) TRANSFER (CREDIT EARNED AT OTHER INSTITUTIONS AND ACCEPTED IN TRANSFER)

(18) _____ _____ OTHER (SPECIFY) _____

ID _____

3. While you were in the program, did you complete any internship or other on-the-job training for which you received credit toward your program?

(19) _____ YES (1) NO (0) **(GO TO NEXT PAGE)**

4. Was the internship associated with any job you had held earlier?

(20) _____ YES (1) NO (0)

(21) _____ 5. What kinds of experiences did you receive credit for -- either before you entered the program or during the program?

IF RESPONDENT DOESN'T UNDERSTAND, What did you do for credit? For example, the internship, the experiential learning credit? (RECORD ANSWER)

(22-24) _____

6. How did this credit fit your program? (RECORD ANSWER)

(25-28) _____

7. How was your learning experience assessed? (RECORD ANSWER)

(29-32) _____

8. In retrospect, what changes would you make in the assessment process? (RECORD ANSWER)

(33-36) _____

9. What changes would you make in the internship or experiential learning program itself? (RECORD ANSWER)

(37-40) _____

ID _____

10. How did you finance your "nontraditional" program? (CHECK AS MANY AS APPLY.)

--PERSONAL FUNDS--

(41) _____ (1) a. CURRENT EARNINGS

(42) _____ (1) b. OTHER PERSONAL RESOURCES (SAVINGS: PERSONAL LOAN FROM BANK: INCOME FROM MEMBERS OF YOUR HOUSEHOLD, ETC.)

(43) _____ (1) c. GI BILL/VETERANS BENEFITS--VA

--GOVERNMENT FUNDS--

(44) _____ (1) d. MONEY (SCHOLARSHIP, GRANT, LOAN) OTHER THAN GI BILL FROM FEDERAL GOVERNMENT

(45) _____ (1) e. MONEY (SCHOLARSHIP, GRANT, LOAN) FROM STATE GOVERNMENT

--INSTITUTION--

(46) _____ (1) f. MONEY (SCHOLARSHIP, LOAN, ETC.) FROM THE SCHOOL, COLLEGE, OR UNIVERSITY SPONSORING THIS "NONTRADITIONAL" DEGREE PROGRAM

--OTHER--

(47) _____ (1) g. MONEY FROM RELATIVES OR FRIENDS

(48) _____ (1) h. EMPLOYER SUBSIDIZED _____

(49) _____ ____ i. OTHER SOURCE (SPECIFY): _____

ID _____

11. What were your goals when you entered the program? (CHECK ONE FOR EACH GOAL. IF THERE IS ANY QUESTION OR CLARIFICATION, WRITE IN THE SPACE PROVIDED.)			12. Could you tell me if these goals were reached? (CHECK YES OR NO.)		
--PAY--					
(50) ____	(1) a.	TO IMPROVE YOUR CHANCES OF GOOD PAY AND/OR PROMOTION IN YOUR CAREER	(1) YES	(0) NO	(62) ____
(51) ____	(1) b.	TO IMPROVE YOUR JOB SKILLS AND YOUR ABILITY TO PERFORM YOUR WORK	(1) YES	(0) NO	(63) ____
--CREDENTIALS--					
(52) ____	(1) c.	TO OBTAIN THE CREDENTIAL WHICH WOULD MAKE YOU ELIGIBLE TO RECEIVE THE RIGHT PAY FOR THE WORK YOU WERE DOING.	(1) YES	(0) NO	(64) ____
(53) ____	(1) d.	TO OBTAIN THE CREDENTIAL WHICH WOULD QUALIFY YOU FOR THE KIND OF JOBS YOU REALLY WANTED	(1) YES	(0) NO	(65) ____
(54) ____	(1) e.	TO OBTAIN PREREQUISITES FOR ENTRY INTO A HIGHER LEVEL DEGREE PROGRAM (E.G., BACHELORS, MASTERS, ETC.)	(1) YES	(0) NO	(66) ____
--NEW JOB--					
(55) ____	(1) f.	TO DEVELOP A NEW CAREER	(1) YES	(0) NO	(67) ____
(56) ____	(1) g.	TO QUALIFY FOR A PROFESSIONAL LICENSE	(1) YES	(0) NO	(68) ____
--PERSONAL SATISFACTION--					
(57) ____	(1) h.	TO LEARN MORE ABOUT THE SUBJECT AREA SIMPLY BECAUSE YOU WERE INTERESTED IN IT	(1) YES	(0) NO	(69) ____
(58) ____	(1) i.	TO FEEL THE ENJOYMENT AND HAVE THE EXPERIENCE OF LEARNING ON YOUR OWN	(1) YES	(0) NO	(70) ____
(59) ____	(1) j.	TO HAVE THE SATISFACTION OF HAVING THE DEGREE	(1) YES	(0) NO	(71) ____
(60) ____	(1) k.	FAMILY PRESSURES/GOALS	(1) YES	(0) NO	(72) ____
(61) ____	____ l.	OTHER (SPECIFY)	(1) YES	(0) NO	(73) ____

13. How did the program help you achieve these goals? _____ (74-77)

_____

79 = 1
80 = 1
go to ID for (1-3)

ID _____
(1-3)

14. Sometimes goals change as one continues through an educational program. Can you think of any major things you have accomplished as a result of your participation in the program? Things that may not have been among your goals when you began. (CHECK ONE FOR EACH GOAL. IF RESPONDENT GIVES ONLY JOB RELATED ACCOMPLISHMENTS, ASK: Now what about personal or social things?)

_____

(RESPONSES ON NEXT PAGE)

ID _____

--PAY--

(4) _____ (1) a. TO IMPROVE YOUR CHANCES OF GOOD PAY AND/OR PROMOTION IN YOUR CAREER

(5) _____ (1) b. TO IMPROVE YOUR JOB SKILLS AND YOUR ABILITY TO PERFORM YOUR WORK

--CREDENTIAL--

(6) _____ (1) c. TO OBTAIN THE CREDENTIAL WHICH WOULD MAKE YOU ELIGIBLE TO RECEIVE THE RIGHT PAY FOR THE WORK YOU ARE DOING

(7) _____ (1) d. TO OBTAIN THE CREDENTIAL WHICH WOULD QUALIFY YOU FOR THE KIND OF JOBS YOU REALLY WANTED

(8) _____ (1) e. TO OBTAIN PREREQUISITES FOR ENTRY INTO A HIGHER LEVEL DEGREE PROGRAM (E.G., BACHELORS, MASTER'S, ETC.)

--NEW JOB--

(9) _____ (1) f. TO DEVELOP A NEW CAREER

(10) _____ (1) g. TO QUALIFY FOR A PROFESSIONAL LICENSE

--PERSONAL SATISFACTION--

(11) _____ (1) h. TO LEARN MORE ABOUT THE SUBJECT AREA SIMPLY BECAUSE YOU WERE INTERESTED IN IT

(12) _____ (1) i. TO FEEL THE ENJOYMENT AND HAVE THE EXPERIENCE OF LEARNING ON YOUR OWN

(13) _____ (1) j. TO HAVE THE SATISFACTION OF HAVING THE DEGREE

(14) _____ (1) k. "INTELLECTUAL CURIOSITY"; DISCOVERING AND ENJOYING KNOWLEDGE

--GENERAL SKILLS--

(15) _____ (1) l. AN INCREASED APPRECIATION AND USE OF FINE ARTS AND HUMANITIES

(16) _____ (1) m. UNDERSTANDING YOUR OWN ABILITIES, LIMITATIONS AND INTERESTS

(17) _____ (1) n. THE ABILITY TO THINK ANALYTICALLY, TO BREAK DOWN AN EXPERIENCE INTO ITS BASIC PARTS

(18) _____ (1) o. THE ABILITY TO WRITE WELL

(19) _____ (1) p. THE ABILITY TO SPEAK WELL IN PUBLIC

(20) _____ ___q. OTHER (SPECIFY) _____

15. How do you feel the program helped you in these accomplishments?

(21-22) _____ _____

ID _____

II. PREVIOUS EMPLOYMENT

1. Did you have one or more paid job(s) during the time you were enrolled in the program?
(Count any paid job, regardless of whether it was temporary or career, part-time or full-time, etc.)

(23) ____ (0) NO (SKIP TO NEXT SECTION)

(1) YES (CONTINUE, ANSWER QS. 2-5)

(24-25) ____ 2. What was the name or title of your job or position then?
(IF RESPONDENT HAD MORE THAN ONE JOB, SAY:
. Answer for the job you considered most important if you had more than one job.)

(IF RESPONDENT IS VAGUE, ASK: Be specific, as in "shop foreman in an iron factory," "computer programmer," sales clerk for sporting goods," etc.)

_____

_____

3. PLEASE INDICATE JOB CATEGORY.
IF THE JOB CATEGORY IS UNCLEAR, ASK:
Which one of the following best describes that employer?
(CHECK ONE ONLY.)

(26) ____ (1) SELF-EMPLOYED

--PRIVATE--

(2) PRIVATE BUSINESS:
1. MANUFACTURING
(STEEL PLANT; OIL REFINER, ETC.)

(3) 2. NONMANUFACTURING
(TELEPHONE COMPANY; RETAIL TRADE; CONSTRUCTION; DATA PROCESSING, ETC.)

(4) PRIVATE EDUCATION (PRIVATE SCHOOL; PRIVATE DAY CARE, ETC.)

(5) PRIVATE, SERVICE-ORIENTED INSTITUTION (PRIVATE HOSPITAL, PRIVATE RELIGIOUS ORGANIZATION; PRIVATE SOCIAL HELPING ORGANIZATION, ETC.)

--PUBLIC--

(6) PUBLIC EDUCATION (PUBLIC SCHOOL; PUBLIC DAY CARE, ETC.)

(7) PUBLIC, SERVICE-ORIENTED INSTITUTION (LIBRARY; WELFARE AGENCY; FEDERAL, STATE, OR CITY HOSPITAL, ETC.)

(8) STATE OR FEDERAL GOVERNMENT (OTHER THAN INSTITUTIONS COVERED IN "PUBLIC" ABOVE; INCLUDES MILITARY)

(9) OTHER (SPECIFY) _____

ID _____

4. Did you receive any encouragement or support from that employer to pursue this program? (CHECK AS MANY AS APPLY.)

--NO--

(27) ____ (1) a. NO: EMPLOYER DIDN'T KNOW ABOUT STUDIES

(28) ____ (1) b. NO: RECEIVED NO SUPPORT OR ENCOURAGEMENT

--YES--

(29) ____ (1) c. YES: RECEIVED "MORAL SUPPORT"

(30) ____ (1) d. YES: EMPLOYER PROMISED BETTER JOB PROSPECTS

(31) ____ (1) e. YES: EMPLOYER PAID SOME OR ALL FEES

(32) ____ (1) f. YES: OTHER (SPECIFY): _____

--OTHER--

(33) ____ (1) g. NOT APPLICABLE (WAS SELF-EMPLOYED OR NOT IN APPLICABLE WORKING SITUATION)

5. I am going to read a series of statements and would like you to tell me which one statement best describes how you felt about that job? (READ ALL AND CHECK ONE ONLY.)

(34) ____ (1) It was only a job to earn money while you decided what kind of work you really wanted to do

(2) It was a job to earn money for something else (e.g., further education, travel, extra household income, etc.)

(3) It was only temporary, until you could obtain the type of work you really wanted

(4) It had definite career potential

(5) It realized your career goals

(6) Other (SPECIFY): _____

_____

ID _____

III. PRESENT EMPLOYMENT

1. About how many hours per week are you presently being paid to work? If you hold more than one paid job, answer for the paid job you consider most important. (CHECK ONE ONLY.)

--NOT APPLICABLE--

(35) ____ (1) DOES NOT APPLY (NOT EMPLOYED; RETIRED; NON-SALARIED HOMEMAKER; ETC. (ANSWER NEXT PAGE, QS. 2-3)

--EMPLOYED--

(2) 10 HOURS OR LESS

(3) BETWEEN 11 AND 20 HOURS

(4) BETWEEN 21 AND 30 HOURS (SKIP NEXT PAGE, GO TO Q.4.)

(5) BETWEEN 31 AND 40 HOURS

(6) OVER 40 HOURS (FULL TIME)

ID _____

2. Could you tell me the reasons that you are not presently in paid employment? (CHECK AS MANY AS APPLY.)

--VOLUNTARILY UNEMPLOYED--

(36) ____ (1) a. YOU DO NOT NEED/WANT PAID EMPLOYMENT

(37) ____ (1) b. YOU ARE/HAVE BEEN ENROLLED IN SCHOOL

(38) ____ (1) c. YOU ARE/HAVE BEEN INVOLVED WITH HOME, CHILD CARE

1. VOLUNTARILY

OR

2. UNABLE TO OBTAIN ADEQUATE SUBSTITUTE CARE

(39) ____ (1) d. YOU HAVE BEEN DOING VOLUNTEER WORK (UNPAID EMPLOYMENT OUTSIDE MY HOME)

--SEEKING WORK--

(40) ____ (1) e. YOU WOULD LIKE A PART-TIME JOB OR ONE WITH FLEXIBLE HOURS, BUT YOU ARE NOT ABLE TO FIND ONE

(41) ____ (1) f. YOU ARE TEMPORARILY UNEMPLOYED (DUE TO LAYOFF, CUTBACK, OR OTHER SIMILAR REASON)

(42) ____ (1) g. YOU HAVE BEEN SEEKING PAID EMPLOYMENT, BUT HAVE NOT RECEIVED ANY SATISFACTORY OFFERS

--WRONG CREDENTIAL--

(43) ____ (1) h. YOU HAVE NOT YET OBTAINED A PROFESSIONAL LICENSE YOU NEED

(44) ____ (1) i. POSSIBLE EMPLOYERS WILL NOT ACCEPT YOUR "NONTRADITIONAL" DEGREE AS A VALID CREDENTIAL

(45) ____ ____ j. OTHER (SPECIFY): _____

3. Have you had any paid employment since completing this degree?

(46) ____ (1) YES (SKIP NEXT TWO PAGES, TO Q. 11)

(0) NO SKIP TO NEXT SECTION

ID _____

4. What is the name or title of this job or position?

(BE SPECIFIC, AS IN "SHOP FOREMAN IN AN IRON FACTORY," "COMPUTER PROGRAMMER," SALES CLERK FOR SPORTING GOODS," ETC.)

(47-48) _____ _____

5. Is this job or position with the same employer you were working for when you were participating in the program? (CHECK ONE ONLY.)

--YES--

(49) ____ (1) YES, THE SAME EMPLOYER (SKIP TO NEXT PAGE, Q. 7)

--NO--

(0) NO, A DIFFERENT EMPLOYER

(2) NOT APPLICABLE: WAS NOT IN PAID EMPLOYMENT WHILE STUDYING FOR THIS DEGREE

(CONTINUE ANSWER Q.6)

6. How would you describe this (present) employer? (CHECK ONE ONLY.) (READ CATEGORIES IF NECESSARY.)

(50) ____ (1) AM SELF-EMPLOYED

--PRIVATE--

PRIVATE BUSINESS:

(2) 1. MANUFACTURING (STEEL PLANT; OIL REFINERY ETC.)

(3) 2. NONMANUFACTURING (TELEPHONE COMPANY; RETAIL TRADE; CONSTRUCTION; DATA PROCESSING, ETC.)

(4) PRIVATE EDUCATION (PRIVATE SCHOOL; PRIVATE DAY CARE, ETC.)

(5) PRIVATE, SERVICE-ORIENTED INSTITUTION (PRIVATE HOSPITAL, PRIVATE RELIGIOUS ORGANIZATION; PRIVATE SOCIAL HELPING ORGANIZATION, ETC.)

--PUBLIC--

(6) PUBLIC EDUCATION (PUBLIC SCHOOL; PUBLIC DAY CARE, ETC.)

(7) PUBLIC, SERVICE-ORIENTED INSTITUTION (LIBRARY; WELFARE AGENCY; FEDERAL, STATE, OR CITY HOSPITAL, ETC.)

(8) STATE OR FEDERAL GOVERNMENT (OTHER THAN INSTITUTIONS COVERED IN "PUBLIC" ABOVE; INCLUDES MILITARY)

(9) OTHER (GIVE DETAILS): _____

_____

ID _____

7. I am going to read you a series of statements, could you tell me which one statement best describes how you feel now about your (present) job? (CHECK ONE ONLY.)

(51) _____ (1) It is only a job to earn money while you decide what kind of work you really want to do.

(2) It is a job to earn money for something else (e.g. further education, travel, extra household income, etc.) (CONTINUE ANSWER Q.8)

(3) It is only temporary, until you can obtain the type of work you really want

(4) It has definite career potential

--GOAL--

(5) It has realized your career goals (SKIP TO Q.9)

(6) OTHER (DESCRIBE): _____

_____ (SKIP TO Q.9)

8. To do the type of work you would most like to do, how helpful would it be for you to have a master's or higher level degree than you now hold?

(52) _____ (1) NOT HELPFUL AT ALL

(2) SLIGHTLY HELPFUL

(3) MODERATELY HELPFUL

(4) VERY HELPFUL

(5) EXTREMELY HELPFUL

(6) DON'T KNOW

9. As you see it, is the area of study you covered in your "nontraditional" program related to your present job?

(53) _____ (0) NO (ANSWER Q.10)

(1) YES (SKIP TO Q. 11)

ID _____

10. Why are you working in an area unrelated to your program:
(CHECK AS MANY AS APPLY.)

(54) ____ (1) a. YOU PREFER WORK NOT RELATED TO YOUR AREA OF STUDY

(55) ____ (1) b. YOUR JOB JUST REQUIRES YOU TO HAVE A COLLEGE DEGREE; THERE IS NO PARTICULAR AREA OF STUDY REQUIRED

(56) ____ (1) c. YOU HAVE FOUND BETTER PAYING EMPLOYMENT IN AN UNRELATED AREA

(57) ____ (1) d. YOUR PREVIOUS JOB(S) WERE UNRELATED TO YOUR STUDY AREA, AND YOU CAN'T AFFORD TO "LOSE" THOSE YEARS OF EXPERIENCE

(58) ____ (1) e. YOU WOULD PREFER WORK IN A RELATED AREA, BUT HAVE NOT FOUND ANY

(59) ____ (1) f. YOUR "NONTRADITIONAL" OR "EXTERNAL" DEGREE HAS NOT BEEN CONSIDERED A VALID CREDENTIAL BY MOST EMPLOYERS YOU HAVE CONTACTED

(60) ____ ____ g. OTHER REASON: _____

_____

11. Think for a moment about all the paid jobs you've had since completing this program. In general, do you think you've been in as good a position (with promotions, benefits, etc.) with your "nontraditional" or "external" college credential as your co-workers who have had a "traditional" college credential?
(CHECK ONE ONLY.)

(61) ____ (1) YES, YOU HAVE BEEN IN AS GOOD A POSITION

(0) NO, YOU HAVE NOT BEEN IN AS GOOD A POSITION

(2) NO, YOU HAVE BEEN IN A BETTER POSITION

(3) DON'T KNOW

ID _____ (1-3)

12. I am going to read you a list of job-related changes which could have resulted from completing your "nontraditional" program. Please answer for each change, please tell me:

First, if you expected the change to happen to you as a result of completing this program? (CHECK "YES" OR "NO" IN COLUMN 1)

Second, if the change happened to you? (CHECK "YES" OR "NO" IN COLUMN 2)

Last, if you expected the change but it did not happen, why not? (SELECT ONE OR MORE REASONS* FROM THE LIST BELOW, AND WRITE IN THE CORRESPONDING LETTER(S) IN COLUMN 3)

Did you expect:	EXPECTED CHANGE (COLUMN 1)			CHANGE REALIZED (COLUMN 2)			REASONS (COLUMN 3)
a. A change to a different job?	(62)	(1)YES	(0)NO	(67)	(1)YES	(0)NO	_____ (4-7)
Did this happen? Why not?							
b. A promotion or increase in pay or benefits?	(63)	(1)YES	(0)NO	(68)	(1)YES	(0)NO	_____ (8-11)
c. An increase in job responsibility?	(64)	(1)YES	(0)NO	(69)	(1)YES	(0)NO	_____ (12-15)
d. An increase in job security	(65)	(1)YES	(0)NO	(70)	(1)YES	(0)NO	_____ (16-19)
e. An increase in status or respect from employer and/or co-workers?	(66)	(1)YES	(0)NO	(71)	(1)YES	(0)NO	_____ (20-23)

79=1
80=2
1-3 = ID

*REASONS

--SKILLS--

1. EVEN AFTER FINISHING THE DEGREE, I DID NOT REALLY HAVE THE REQUIRED SKILLS OR TRAINING FOR THE JOB.

--TRANSCRIPT--

2. THE FORM OR THE WORDING OF THE TRANSCRIPT MADE IT IMPOSSIBLE FOR THE EMPLOYER TO JUDGE THE AMOUNT OR TYPE OF WORK I HAD DONE.

3. THERE WAS A DELAY IN ISSUING A TRANSCRIPT TO THE EMPLOYER.

--COMPETITION--

4. THERE WERE TOO MANY QUALIFIED APPLICANTS.

--EMPLOYER--

5. THE EMPLOYER DIDN'T SEEM TO VALUE MY DEGREE AS HIGHLY AS A TRADITIONAL DEGREE.

6. THE EMPLOYER DID NOT SEEM TO CARE AT ALL ABOUT COLLEGE DEGREES IN GENERAL.

7. THE EMPLOYER WAS HAVING FINANCIAL PROBLEMS, PROBABLY BROUGHT ON BY THE ECONOMIC RECESSION.

--OTHER--

8. MY AGE.

9. MY RACE.

10. MY SEX.

11. SOME REASON NOT LISTED ABOVE. (SPECIFY) _____

ID _____

IV. PERSONAL DEVELOPMENT

I. A. As a result of your participation in the program, have you engaged in any of the following types of activities? (CHECK ALL THAT APPLY.)

(24) _____ (1) a. Volunteer work in community agency

(25) _____ (1) b. A completed work (book, sculpture, for a patent, etc.)

(26) _____ (1) c. Local community theater, orchestra, etc.

(27) _____ (1) d. Civic activity

(28) _____ (1) e. Organization officer or active participant

(29) _____ (1) f. Sensitivity training or encounter group experience

(30) _____ (1) g. Classes at local university or adult education classes not connected to a degree program

(31) _____ (1) h. Unsupervised foreign travel

(32) _____ ___PROBE - Any others we didn't mention? (SPECIFY)

(33) _____

B. IF ANY CHECKS, How do you feel the program contributed to your decision to:

_____
(MENTION ACTIVITY CHECKED ABOVE)

(34-35) _____

READ: Now I am going to ask you a series of questions about things that might have changed in your life as a result of your participation in the program. Please think about each answer and answer as completely as you can.

INTERVIEWER: WE HAVE TRIED TO ARRANGE THE RESPONSES IN ORDER OF INCREASING INTENSITY. FOR EXAMPLE, NEARLY EVERY SET STARTS WITH "TALK AND READ ABOUT" AND ENDS WITH SOME SORT OF "PARTICIPATION."

ID _____

2. READING

A. Do you feel you have changed your professional (or job-related) reading habits or your use of professional books and publications as a result of your participation in the program?

(36) _____ (0) NO, GO TO "B" BELOW.

(1) YES; PROBE IF NECESSARY: In what way?
(MARK ALL THAT APPLY)

	PROFESSIONAL		PERSONAL		
(37) _____	(1)	(45) _____	(1)	a.	I DEVELOPED NEW READING INTERESTS.
(38) _____	(1)	(46) _____	(1)	b.	I TALKED ABOUT NEW BOOKS (NOT TEXT-WITH MY FRIENDS.
(39) _____	(1)	(47) _____	(1)	c.	I BOUGHT BOOKS FOR MY PERSONAL LIBRARY.
(40) _____	(1)	(48) _____	(1)	d.	I READ ONE OR MORE CONTEMPORARY NOVELS.
(41) _____	(1)	(49) _____	(1)	e.	I READ BOOK REVIEWS IN THE NEWS-PAPERS OR MAGAZINES AT LEAST ONCE A MONTH.
(42) _____	(1)	(50) _____	(1)	f.	I READ POETRY.
(43) _____	(1)	(51) _____	(1)	g.	I READ FOR PERSONAL INTEREST AT LEAST ONE BOOK A MONTH.
(44) _____	_____	(52) _____	_____	h.	OTHER (SPECIFY) _____

B. Do you feel you have changed your personal or leisure reading habits or your leisure use of books as a result of your participation in the program?

(53) _____ (0) NO, GO TO NEXT PAGE.

(1) YES, PROBE IF NECESSARY: In what way?
(MARK ALL THAT APPLY)

C. IF YES TO "A" OR "B":
How do you feel the program contributed to your new reading habits?
(YOU MAY SUBSTITUTE AN APPROPRIATE RESPONSE FROM THE LIST ABOVE.)

(54-55) _____

ID _____

3. RELIGION

A. Do you feel your religious habits have changed as a result of your participation in the program?

(56) _____ (0) NO, GO TO NEXT PAGE.

(1) YES; PROBE IF NECESSARY: In what way?
(MARK ALL THAT APPLY)

(57) _____ (1) a. I ATTEND CHURCH SERVICES MORE OFTEN.

(58) _____ (1) b. I BELONG TO A CHURCH.

--INTELLECTUAL--

(59) _____ (1) c. I ATTEND ONE OR MORE CHURCH FUNCTIONS HELD DURING THE WEEK.

(60) _____ (1) d. I DISCUSS IDEAS, PRACTICES, OR PROBLEMS OF RELIGION WITH MY FRIENDS.

(61) _____ (1) e. I READ ARTICLES ABOUT CHURCH OR RELIGIOUS ACTIVITIES IN THE NEWSPAPERS OR MAGAZINES.

--VOLUNTEER--

(62) _____ (1) f. I READ ONE OR MORE BOOKS (NOT TEXTBOOKS) ABOUT RELIGION.

(63) _____ (1) g. I OBSERVE RELIGIOUS RITUALS IN MY HOME (SAY GRACE BEFORE MEALS, LIGHT CANDLES ON THE SABBATH, ETC.)

(64) _____ (1) h. I CONTRIBUTE A REGULAR SUM OF MONEY TO THE CHURCH.

(65) _____ (1) i. I DO SOME VOLUNTEER WORK FOR MY CHURCH

(66) _____ ____j. OTHER (SPECIFY) _____

B. IF YES, How do you feel the program contributed to these changes in your religious habits? (YOU MAY SUBSTITUTE AN APPROPRIATE RESPONSE FROM THE LIST ABOVE.)

(67-68) _____

ID _____

(1-3)

4. INTERNATIONAL/INTERCULTURAL

A. Do you feel you have changed your interest in other countries or cultures as a result of your participation in the program?

(69) _____ (0) NO, GO TO NEXT PAGE

(2) YES; PROBE, IF NECESSARY: In what way?
(MARK ALL THAT APPLY)

(70) _____ (1) a. I DISCUSS INTERNATIONAL RELATIONS, FOREIGN POLICY, THE U.N., ETC. WITH MY FRIENDS.

(71) _____ (1) b. I TALK WITH MY FRIENDS ABOUT PEOPLE AND CULTURAL EVENTS IN OTHER COUNTRIES.

--CULTURAL--

(72) _____ (1) c. I HAVE SEEN ONE OR MORE FOREIGN MOVIES.

(73) _____ (1) d. I READ ONE OR MORE BOOKS (NOT TEXTBOOKS) BY AUTHORS FROM ANOTHER COUNTRY.

(74) _____ (1) e. I HAVE ATTENDED A CONCERT, THEATER, OR EXHIBITION WHICH FEATURES THE ART, MUSIC OR DRAMA OF ANOTHER COUNTRY.

--VOLUNTEER--

(75) _____ (1) f. I PARTICIPATE IN EFFORTS TO IMPROVE UNDERSTANDING BETWEEN COUNTRIES, RACES, OR ETHNIC GROUPS.

(76) _____ (1) g. I HAVE ENTERTAINED A VISITOR FROM ANOTHER COUNTRY.

(77) _____ (1) h. I HAVE CONTRIBUTED TIME OR MONEY FOR SOME INTERNATIONAL GROUP OR PROJECT.

(78) _____ ____ i. OTHER (SPECIFY) _____

79=1

80=3

go to ID for 1-3

B. IF YES, How do you feel the program contributed to your interest in other cultures.

(4-5) _____

ID _____

5. MUSIC

A. Have you changed the way you use music--either as a listener or as a performer--as a result of your participation in the program?

(6) _____ (0) NO, GO TO NEXT PAGE.

(1) YES; PROBE IF NECESSARY: In what way?
(MARK ALL THAT APPLY)

(7) _____ (1) a. I LISTEN ATTENTIVELY TO RADIO MUSIC AT HOME OR IN MY CAR.

(8) _____ (1) b. I TALK ABOUT MUSIC WITH MY FRIENDS.

(9) _____ (1) c. I BUY PHONOGRAPH RECORDS.

--CONCERTS--

(10) _____ (1) d. I HAVE ATTENDED ONE OR MORE CONCERTS OF CONTEMPORARY FOLK MUSIC, ROCK, JAZZ, ETC.

(11) _____ (1) e. I HAVE ATTENDED ONE OR MORE SYMPHONY, OPERA, OR CHAMBER MUSIC CONCERTS.

(12) _____ (1) f. I HAVE LISTENED TO SOME SERIOUS MUSIC BY CONTEMPORARY COMPOSERS.

(13) _____ (1) g. I READ REVIEWS OF MUSICAL PERFORMANCES OR NEW RECORD RELEASES IN THE NEWSPAPERS OR MAGAZINES.

--PERFORMANCE--

(14) _____ (1) h. I PLAY A MUSICAL INSTRUMENT.

(15) _____ (1) i. I PARTICIPATE IN SOME VOCAL OR INSTRUMENTAL GROUP - CHOIR, ORCHESTRA, OR OTHER GROUP.

(16) _____ ___ j. OTHER (SPECIFY) _____

B. IF YES, How do you feel the program has contributed to your new interests in music?

(17-18) _____

ID _____
(1-3)

6. POLITICS

A. Have you increased your awareness of or your participation in national or state politics as a result of your participation in the program?

(19) _____ (0) NO, GO TO NEXT PAGE.

(1) YES; PROBE IF NECESSARY: In what way?
(MARK ALL THAT APPLY)

(20) _____ (1) a. I DISCUSS POLITICAL ISSUES WITH MY FRIENDS.

(21) _____ (1) b. I LISTEN TO SPEECHES, NEWS SPECIALS, DISCUSSION PROGRAMS, ETC, ABOUT POLITICAL ISSUES ON TV OR RADIO, WEEKLY OR MONTHLY (REGULARLY).

(22) _____ (1) c. I READ MAGAZINE ARTICLES ABOUT STATE AND NATIONAL PROBLEMS WEEKLY OR MONTHLY (REGULARLY).

(23) _____ (1) d. I FOLLOW STATE AND NATIONAL POLITICAL EVENTS REGULARLY IN MY NEWSPAPER.

(24) _____ (1) e. I READ ONE OR MORE BOOKS ABOUT POLITICS.

--ACTIVE--

(25) _____ (1) f. I HAVE SIGNED A PETITION, WRITTEN A LETTER, CARD, OR TELEGRAM CONCERNED WITH SOME POLITICAL ISSUE.

(26) _____ (1) g. I HAVE ATTENDED MEETINGS OF A POLITICAL CLUB OR PARTY.

(27) _____ (1) h. I HAVE PARTICIPATED IN A PUBLIC PROTEST OR RALLY OVER SOME POLITICAL ISSUE.

(28) _____ (1) i. I HAVE TALKED WITH AN ELECTED OFFICIAL ABOUT SOME PROBLEM (NATIONAL OR STATE).

--VOLUNTEER--

(29) _____ (1) j. I HAVE DONE VOLUNTEER OR PAID WORK FOR A POLITICAL PARTY.

(30) _____ (1) k. I HAVE MADE A FINANCIAL CONTRIBUTION (OTHER THAN THE $1 CHECKOFF) TO A POLITICAL CANDIDATE OR ISSUE.

(31) _____ ____ i. OTHER (SPECIFY) _____

B. IF YES, How do you feel the program contributed to your increased political interests?

(32-33) _____

ID _____
(1-3)

7. COMMUNITY ACTIVITIES

A. Do you feel you have become more interested or active in your community as a result of your participation in the program?

(34) _____ (0) NO, GO TO NEXT PAGE.

(1) YES; PROBE IF NECESSARY: In what way?
(MARK ALL THAT APPLY)

(35) _____ (1) a. I TALK ABOUT LOCAL COMMUNITY PROBLEMS WITH MY FRIENDS.

(36) _____ (1) b. I FOLLOW LOCAL EVENTS REGULARLY IN MY NEWSPAPER.

--PARTICIPANT--

(37) _____ (1) c. I HAVE HAD CONTACT WITH A LOCAL OFFICIAL ABOUT SOME COMMUNITY PROBLEM.

(38) _____ (1) d. I PARTICIPATED IN A DEMONSTRATION OR PROTEST ABOUT A LOCAL ISSUE.

(39) _____ (1) e. I COLLECTED MONEY, CALLED ON MY NEIGHBORS, CARRIED A PETITION, OR ENGAGED IN SOME SIMILAR ACTIVITY IN BEHALF OF A LOCAL COMMUNITY PROJECT.

--VOLUNTEER--

(40) _____ (1) f. I HAVE CONTRIBUTED TIME OR MONEY TO SOME CIVIC PROJECT--SUCH AS A PLAYGROUND, PARK, SCHOOL, HOSPITAL, MUSEUM, THEATER, ETC.

(41) _____ (1) g. I HAVE DONE VOLUNTEER WORK FOR A CIVIC ORGANIZATION.

(42) _____ _____

_____

(43) _____ (1) h. I HELD AN OFFICE IN A LOCAL CIVIC ORGANIZATION.

(44) _____ _____

_____

(45) _____ (1) i. I GAVE MONEY TO THE COMMUNITY FUND OR CHEST OR OTHER LOCAL CHARITY.

(46) _____ ____ j. OTHER (SPECIFY) _____

B. IF YES, How do you feel the program helped increase your activity in community affairs? (YOU MAY SUBSTITUTE AN APPROPRIATE STATEMENT FROM THE LIST ABOVE.)

(47-48) _____

ID _____

8. DRAMA

A. Have you changed your interest in entertainment--either as an observer or as a performer--as a result of your participation in the program? I am thinking particularly of television, movies, plays--that type of thing.

(49) _____ (0) NO, GO TO NEXT PAGE.

(1) YES; PROBE IF NECESSARY: In what way?
(MARK ALL THAT APPLY)

(50) _____ (1) a. I TALK ABOUT MOVIES, PLAYS TV DRAMAS, ETC. WITH MY FRIENDS.

(51) _____ (1) b. I READ THEATER OR MOVIE REVIEWS AT LEAST ONCE A MONTH (REGULARLY).

--OBSERVER--

(52) _____ (1) c. I WATCH TV DRAMAS AT LEAST ONCE A MONTH (REGULARLY).

(53) _____ (1) d. I GO TO THE MOVIES AT LEAST ONCE A MONTH.

--CULTURE--

(54) _____ (1) e. I SAW SEVERAL MOVIES THAT COULD BE DESCRIBED AS EXPERIMENTAL, AVANT GARDE, ETC.

(55) _____ (1) f. I ATTENDED ONE OR MORE PLAYS BY A CONTEMPORARY DRAMATIST.

--PARTICIPANT--

(56) _____ (1) g. I PARTICIPATED IN SOME DRAMA ACTIVITY--ACTED, DANCED, WORKED ON SETS OR COSTUMES, MADE MOVIES, ETC.

(57) _____ ___h. OTHER (SPECIFY) _ _____

B. IF YES, How do you feel the program contributed to these activities? (YOU MAY SUBSTITUTE AN APPROPRIATE RESPONSE FROM THE LIST ABOVE.)

(58-59) _____

ID _____

9. ART

A. Do you feel you have increased your interest in art as a result of your participation in the program?

(60) _____ (0) NO, GO TO NEXT PAGE.

(1) YES; PROBE IF NECESSARY: In what way?
(MARK ALL THAT APPLY)

(61) _____ (1) a. I TALK ABOUT ART WITH MY FRIENDS.

(62) _____ (1) b. I READ CRITIQUES OR REVIEWS OF ART SHOWS OR EXHIBITS.

(63) _____ (1) c. I READ ONE OR MORE BOOKS (NOT TEXTBOOKS) ABOUT ART, ARTISTS OR ART HISTORY.

--ACTIVITY--

(64) _____ (1) d. I HAVE VISITED AN ART GALLERY OR ART MUSEUM.

(65) _____ (1) e. I HAVE ATTENDED AN EXHIBITION OF CONTEMPORARY PAINTING OR SCULPTURE.

(66) _____ (1) f. I BOUGHT A PAINTING OR PIECE OF SCULPTURE.

--PARTICIPATED--

(67) _____ (1) g. I DID SOME CREATIVE PAINTING OR OTHER ART WORK MYSELF (NOT IN A COURSE).

(68) _____ ___h. OTHER (SPECIFY) _____

B. IF YES, How do you feel the program contributed to your increased interest in art? (YOU MAY SUBSTITUTE AN APPROPRIATE RESPONSE FROM THE LIST ABOVE.)

(69-70) _____

ID _____
(1-3)

10. SCIENCE

A. Have you increased your interest in science or scientific accomplishments as a result of your participation in the program?

(71) _____ (0) NO, GO TO NEXT PAGE

(1) YES; PROBE IF NECESSARY: In what way?
(CHECK ALL THAT APPLY)

(72) _____ (1) a. I TALK ABOUT SCIENCE WITH MY FRIENDS.

(73) _____ (1) b. I READ ARTICLES ABOUT NEW DEVELOPMENTS IN SCIENTIFIC RESEARCH.

(74) _____ (1) c. I SUBSCRIBE TO A MAGAZINE ABOUT SCIENCE.

(75) _____ (1) d. I READ A BOOK (NOT A TEXTBOOK) ABOUT SCIENCE.

(76) _____ (1) e. I WATCH SPECIAL PRESENTATIONS ABOUT SCIENCE ON TV.

--ACTIVITY--

(77) _____ (1) f. I ATTENDED A SCIENTIFIC EXHIBIT OR MUSEUM.

(78) _____ (1) g. I ATTENDED A LECTURE OR DEMONSTRATION ON SOME ASPECT OF SCIENCE (NOT A COURSE).

79 = 1
80 = 4 (go to ID for 1-3)

(4) _____ (1) h. I ATTENDED MEETINGS OF A SCIENCE STUDY CLUB OR WORK GROUP.

--PARTICIPANT--

(5) _____ (1) i. I MADE SOME PIECE OF SCIENTIFIC APPARATUS--SUCH AS A HI-FI COMPONENT, PHOTO-ENLARGER, TELESCOPE, ETC.

(6) _____ (1) j. I CARRIED OUT A SCIENTIFIC EXPERIMENT, RECORDED SCIENTIFIC OBSERVATIONS OF THINGS IN THE NATURAL SETTING, OR ASSEMBLED AND MAINTAINED A COLLECTION OF SCIENTIFIC SPECIMENS (NOT IN A COURSE).

(7) _____ ____k. OTHER (SPECIFY) _____

B. IF YES, How do you feel the program contributed to your increased interest in science?

(8-9) _____

ID _____

II. HOBBIES

A. Other than what we have mentioned, have you developed any new hobbies as a result of your participation in the program?

(10) _____ (0) NO, GO TO NEXT PAGE.

(1) YES; PROBE IF NECESSARY: What are these?

(11-14) _____ RECORD: _____

_____

_____

_____

_____

B. IF YES, How do you feel the program helped you develop your interest in:

(15-18) _____ _____

(FILL IN APPROPRIATE RESPONSE FROM ABOVE)

ID _____

12. OTHER

A. Other than what we have already mentioned, have you changed the way you spend your leisure time as a result of your participation in the program?

(19) _____ (0) NO, GO TO NEXT SECTION.

(1) YES; PROBE IF NECESSARY: What do you do more or less of? What do you do differently, new?
(MARK ALL THAT APPLY)

(20) _____ (1) a. I HAVE ATTENDED A LECTURE GIVEN BY A NOVELIST, CRITIC, POET, OR PLAYWRIGHT.

(21) _____ (1) b. I HAVE WRITTEN AN ESSAY, STORY, PLAY, POEM, ETC., FOR PUBLICATION.

(22) _____ (1) c. I AM INCLINED TO SPEND MORE TIME WITH MY FAMILY.

(23) _____ ____ d. OTHER (SPECIFY) _____

B. How do you feel the program contributed to this change in your leisure activities?

(24-25) _____

ID _____ _____

V. ADDITIONAL DEGREE PROGRAMS

1. What is the highest academic degree you now hold?

(26) _____

2. What is the highest degree you expect to obtain during your life-time? (CHECK ONE BOX IN EACH COLUMN.)

		HOLD	EXPECT
(27) _____	a. ASSOCIATE	(1)	(1)
	b. BACHELOR'S	(2)	(2)
	c. MASTER'S (M.A., M.S., M.B.A., ETC.)	(3)	(3)
	d. DOCTOR'S (Ph.D., D.S.W., ETC.)	(4)	(4)
	e. PROFESSIONAL DOCTORATE (M.D., J.D., ETC.)	(5)	(5)
	f. HAVEN'T DECIDED		(6)

3. Since finishing your "nontraditional" program, have you applied for admission to any degree programs at the bachelor's, master's, or higher degree level?

(28) _____ (0) NO (ANSWER NEXT QUESTION)

(1) YES (SKIP TO NEXT PAGE, Q. 5)

ID _____
(1-3)

4. Why not? (CHECK AS MANY AS APPLY)

--PREFER NOT--

(29) _____ (1) a. DECIDED I DIDN'T NEED OR REALLY WANT A FURTHER DEGREE FOR NOW.

(30) _____ (1) b. TIRED OF BEING A STUDENT.

(31) _____ (1) c. RECEIVED A JOB OFFER WHICH WAS TOO GOOD TO TURN DOWN.

--CREDENTIALS--

(32) _____ (1) d. DIDN'T THINK MY "EXTERNAL" DEGREE WOULD BE ACCEPTABLE FOR ADMISSION INTO A BACHELOR'S MASTER'S, OR HIGHER LEVEL DEGREE PROGRAM.

(33) _____ (1) e. ACADEMIC QUALIFICATIONS ("GRADES," STANDARDIZED ENTRANCE TEST SCORES, ETC.) WEREN'T HIGH ENOUGH, AND I THOUGHT I WOULDN'T BE ADMITTED.

--NO PROGRAM--

(34) _____ (1) f. THERE HAVE BEEN NO ADEQUATE PROGRAMS WHERE I HAVE LIVED.

--MONEY--

(35) _____ (1) g. FINANCIAL PROBLEMS

--TIME--

(36) _____ (1) h. DIDN'T HAVE TIME BOTH TO WORK AND TO GO ON FOR MORE SCHOOLING.

(37) _____ (1) i. NEEDED TIME TO CARE FOR HOME AND FAMILY.

(38) _____ ____ j. OTHER (DESCRIBE): _____ _____

(SKIP TO NEXT SECTION)

5. After completing your nontraditional program, what level was the first degree program you applied for admission to? (CHECK ONE ONLY.)

(39) _____ (1) BACHELOR'S

(2) MASTER'S

(3) DOCTORATE

(4) PROFESSIONAL DOCTORATE

ID _____

6. In considering institutions to which you might apply to study for the new degree, did you avoid any institutions in particular?

(40) _____ (0) NO, DIDN'T AVOID ANY

(1) YES, I AVOIDED SOME (IF YES, ASK: Why?)

(41-42) _____ WHY? _____

_____

7. What were your goals at the time you decided to apply to study for the new degree? (CHECK EACH GOAL.)

--PAY--

(43) _____ (1) a. TO IMPROVE YOUR CHANCES OF GOOD PAY AND/OR PROMOTION IN YOUR CAREER.

(44) _____ (1) b. TO IMPROVE YOUR JOB SKILLS AND YOUR ABILITY TO PERFORM YOUR WORK.

--CREDENTIAL--

(45) _____ (1) c. TO OBTAIN THE CREDENTIAL WHICH WOULD MAKE YOU ELIGIBLE TO RECEIVE THE RIGHT PAY FOR THE WORK YOU ALREADY ARE DOING.

(46) _____ (1) d. TO OBTAIN THE CREDENTIAL WHICH WOULD QUALIFY YOU TO GET THE KIND OF JOBS YOU REALLY WANTED.

--NEW JOB--

(47) _____ (1) e. TO DEVELOP A NEW CAREER.

(48) _____ (1) f. TO QUALIFY FOR A PROFESSIONAL LICENSE.

--PERSONAL SATISFACTION--

(49) _____ (1) g. TO LEARN MORE ABOUT THE SUBJECT AREA SIMPLY BECAUSE YOU WERE INTERESTED IN IT.

(50) _____ (1) h. TO FEEL THE ENJOYMENT AND HAVE THE EXPERIENCE OF LEARNING ON YOUR OWN.

(51) _____ (1) i. FAMILY PRESSURES/GOALS.

(52) _____ ___ j. OTHER (SPECIFY): _____

_____

ID _____

8. In applying for admission, were there any special requirements you had to satisfy because you had completed a "nontraditional" or "external" program? (CHECK AS MANY AS APPLY.)

--LETTERS--

(53) ____ (1) a. ADDITIONAL LETTERS OF REFERENCE FROM ADVISORS, MENTORS, OR FACULTY WERE REQUIRED.

--TESTS--

(54) ____ (1) b. STANDARDIZED ENTRANCE TEST SCORES (E.G., SAT'S, GRE'S, ETC.) HAD TO BE HIGHER THAN SCORES FROM APPLICANTS FROM "TRADITIONAL" DEGREE PROGRAMS.

(55) ____ (1) c. HAD TO TAKE ONE OR MORE STANDARDIZED ENTRANCE TESTS NOT REQUIRED OF OTHER APPLICANTS.

--INTERVIEW--

(56) ____ (1) d. WAS CALLED IN FOR A PERSONAL INTERVIEW, WHICH WAS NOT GENERABLY REQUIRED OF OTHER APPLICANTS.

--SPECIAL STATUS--

(57) ____ (1) e. WAS REQUIRED TO AGREE TO PROBATIONARY OR "TEMPORARY" ADMISSION, WHICH WAS NOT GENERALLY REQUIRED OF OTHER APPLICANTS.

(58) ____ ____ f. OTHER SPECIAL REQUIREMENT (DESCRIBE): _____

_____

(59) ____ (1) g. NONE OF THE ABOVE.

9. To how many institutions and degree programs did you apply when you decided to go on for the new degree?

(60) ____ Number of institutions _____

(61) ____ Number of degree programs _____

ID _____ (1-3)

10. We would like some information about the degree program to which you applied when you decided to study for the new degree?

For your first choice, what was the institution: _____

_____ (62-64)

The Field of Study: _____

_____ (65-66)

When did you apply:
Month: _____

_____ (67-68)

Year: _____

_____ (69-70)

What is your Application/ Enrollment Status, is it: (CHECK ONE)

(1) Not admitted _____(71)
(2) Pending
(3) Admitted but did not enroll
(4) Admitted and enrolled

IF ENROLLED:

What date is the degree expected or was it received?

Month: _____

_____(72-73)

Year: _____

_____(74-75)

79 = 1
80 = 5
go to ID for 1-3

For your second choice, what was the institution: _____

_____(4-6)

The Field of Study: _____

_____(7-8)

When did you apply:
Month: _____

_____(9-10)

Year: _____

_____ (11-12)

What is your Application/ Enrollment Status, is it: (CHECK ONE)

(1) Not admitted _____(13)
(2) Pending
(3) Admitted but did not enroll
(4) Admitted and enrolled

IF ENROLLED:

What date is the degree expected or was it received?

Month: _____

_____(14-15)

Year: _____

_____(16-17)

For your third choice, what was the institution: _____

_____(18-20)

The Field of Study: _____

_____(21-22)

When did you apply:
Month: _____

_____(23-24)

Year: _____

_____(25-26)

What is your Application/ Enrollment Status, is it: (CHECK ONE)

(1) Not admitted _____(27)
(2) Pending
(3) Admitted but did not enroll
(4) Admitted and enrolled

IF ENROLLED:

What date is the degree expected or was it received?

Month: _____

_____(28-29)

Year: _____

_____(30-31)

11. Do you think you experienced special problems with your application(s) because of your "nontraditional" or "external" credential?

(32) _____

(1) YES (ANSWER NEXT QUESTION, Q.12)

(0) NO (SKIP NEXT PAGE TO Q.13)

ID _____

12. A. What official reasons were given to you by the school for the special problems? (CHECK ANY BOXES THAT APPLY IN COLUMN 1.)

B. What do you think were the reasons for the special problem? You may agree or disagree with the official reasons. (CHECK ANY BOXES THAT APPLY IN COLUMN 2.)

	OFFICIAL REASON (COLUMN 1)		STUDENT BELIEF (COLUMN 2)	
--CREDENTIALS--				
a. THE INSTITUTION (OR THE PROGRAM) FROM WHICH YOU OBTAINED YOUR "NONTRADITIONAL" CREDENTIAL DID NOT HAVE FULL ACCREDITATION	____ (33)	(1)	____ (48)	(1)
b. STANDARDIZED ENTRANCE TEST SCORES (E.G., SAT'S, GRE'S, ETC.) WERE NOT HIGH ENOUGH	____ (34)	(1)	____ (49)	(1)
c. GRADES (OR OTHER EVALUATIONS) WERE NOT HIGH ENOUGH	____ (35)	(1)	____ (50)	(1)
d. DID NOT HAVE ENOUGH GOOD LETTERS OF RECOMMENDATION	____ (36)	(1)	____ (51)	(1)
--COMPETITION--				
e. TOO MANY QUALIFIED APPLICANTS FOR PROGRAM	____ (37)	(1)	____ (52)	(1)
f. SEX	____ (38)	(1)	____ (53)	(1)
g. RACE	____ (39)	(1)	____ (54)	(1)
h. AGE	____ (40)	(1)	____ (55)	(1)
--TRANSCRIPT--				
i. THERE WAS A DELAY IN ISSUING TRANSCRIPT TO THE ADMISSIONS OFFICE	____ (41)	(1)	____ (56)	(1)
j. TRANSCRIPT DID NOT CONTAIN A GRADE POINT AVERAGE (OR INFORMATION EASILY CONVERTIBLE TO SOMETHING LIKE A GRADE POINT AVERAGE)	____ (42)	(1)	____ (57)	(1)
k. THE FORM OR THE WORDING OF THE TRANSCRIPT MADE IT IMPOSSIBLE FOR THE ADMISSIONS OFFICE TO JUDGE THE AMOUNT OR TYPE OF WORK YOU HAD DONE	____ (43)	(1)	____ (58)	(1)
l. THE ADMISSIONS OFFICE COULD NOT ACCEPT "CREDIT" FOR WORK OR LIFE EXPERIENCE AS ASSESSED BY YOUR DEGREE PROGRAM AND REPORTED ON YOUR TRANSCRIPT	____ (44)	(1)	____ (59)	(1)
m. ADMISSIONS OFFICE STAFF DID NOT TAKE THE TIME TO READ YOUR TRANSCRIPT	____ (45)	(1)	____ (60)	(1)
--OTHER--				
n. NO REASON GIVEN OR KNOWN	____ (46)	(1)	____ (61)	(1)
o. OTHER PROBLEM (DESCRIBE): _____	____ (47)	___	____ (62)	___

ID _____

13. In subject content and in study skills, how well prepared do you think you were in comparison with students coming from more traditional programs? (CHECK ONE)

(63) _____ (1) ABOUT THE SAME

(2) BETTER THAN "TRADITIONAL" STUDENTS

(3) NOT AS WELL AS "TRADITIONAL" STUDENTS

(4) DON'T KNOW

14. In general, how well do you think you have performed in comparison with students coming from more traditional programs? (CHECK ONLY ONE.)

(64) _____ (1) ABOUT THE SAME

(2) BETTER THAN "TRADITIONAL" STUDENTS

(3) NOT AS WELL AS "TRADITIONAL" STUDENTS

(4) DON'T KNOW

15. Have you applied to any additional degree programs since the one(s) we discussed earlier? If yes, ask at what level? (CHECK ONE ONLY.)

--NO--

(65) _____ (1) NO: HAVE NOT APPLIED (SKIP TO NEXT SECTION)

--YES--

(2) YES: BACHELOR LEVEL

(3) YES: MASTER'S LEVEL (ANSWER NEXT QUESTION, Q.16)

(4) YES: DOCTORAL LEVEL

(5) YES: PROFESSIONAL DOCTORAL LEVEL

(6) YES: OTHER (SPECIFY): _____

_____

16. Were you admitted? If yes, did you enroll and complete the program (CHECK ONE ONLY.)

(66) _____ (1) WERE NOT ADMITTED

(2) WERE ADMITTED, BUT DID NOT ENROLL

(3) WERE ADMITTED, ENROLLED, BUT HAVE NOT COMPLETED THE PROGRAM

(4) WERE ADMITTED, ENROLLED, AND COMPLETED THE PROGRAM

ID _____
(1-3)

VI. DEMOGRAPHICS

Now, just a few more questions.

1. When were you born? ____/____/____
MONTH (67-68) DAY (69-70) YEAR (71-72)

(73) _____ 2. Are you (0) Male
(1) Female

3. What is your present marital status?
(CHECK ONE ONLY.)

(74) _____
(1) NEVER MARRIED
(2) MARRIED
(3) SEPARATED, DIVORCED
(4) WIDOWED

4. How many children do you have?
(IF NO CHILDREN, WRITE IN "0".)

(75) _____ NUMBER: _____

5. How many children are presently living at home with you?
(include foster children, grandchildren, etc.)
(IF "NONE", PLEASE WRITE IN "0", AND SKIP TO Q.7.)
(IF ONE OR MORE, PLEASE WRITE IN THE NUMBER AND THEN ANSWER Q.6.)

(76-77) _____ NUMBER: _____

79 = 1
80 = 6
ID = 1-3

6. What ages are your children who are presently living at home with you? (CHECK AS MANY AS APPLY. IF MORE THAN ONE IN A CATEGORY, PLEASE WRITE THE NUMBER.)

(4) _____ ____1 DAY-3 MONTHS
(5) _____ ____3 MONTHS-2 YEARS
(6) _____ ____OVER 2 YEARS-4 YEARS
(7) _____ ____OVER 4 YEARS-6 YEARS
(8) _____ ____OVER 6 YEARS-8 YEARS
(9) _____ ____OVER 8 YEARS-12 YEARS
(10) _____ ____OVER 12 YEARS-16 YEARS
(11) _____ ____OVER 16 YEARS-20 YEARS
(12) _____ ____OVER 20 YEARS

ID _____

7. What is the annual income from your present primary job, before taxes, etc.? (CHECK ONLY ONE.)

(13) _____ (1) NOT PRESENTLY IN PAID EMPLOYMENT

(14-15) _____ (2) RECORD AMOUNT _____

(3) DON'T KNOW

(4) REFUSED

8. Please estimate the total annual income for your household this past year, before taxes (including any earnings from all members of your household). (CHECK ONLY ONE.) MAKE CERTAIN YOU ARE SPECIFIC AS TO WHETHER THIS INCLUDES THE AMOUNT FROM RESPONDENTS INCOME.

(16) _____ (1) RECORD AMOUNT _____

(2) DON'T KNOW

(17-19) _____ (3) REFUSED

9. How would you describe your race or ethnic background? (CHECK ONLY ONE.)

(20) _____ (1) AMERICAN INDIAN

(2) ASIAN/PACIFIC ISLANDER/ORIENTAL

(3) BLACK, NOT OF HISPANIC ORIGIN

(4) WHITE, NOT OF HISPANIC ORIGIN

(5) HISPANIC/MEXICAN AMERICAN

(6) OTHER _____

(21) _____ 10. While you were growing up, was any language other than English usually spoken in your home?

(22) _____ (0) NO

(1) YES: IF YES, ASK WHAT LANGUAGE(S)?

(23) _____ _____

_____

ID _____

Would you be willing to be interviewed sometime during the next twelve months as a follow-up to this survey?

(24) _____ (1) YES, I AM WILLING TO BE INTERVIEWED

(0) NO

Are there any comments you would like to make about your experiences in completing or since completing, this degree?

IF RESPONDENT ASKS FOR A COPY OF REPORT, TAKE CURRENT ADDRESS.

One more question:

In order to complete our study, we would like to obtain some information from your college records. Specifically we would like to look at your grade-point average and the amount of nontraditional credit you received. As I told you earlier the information will be kept confidential and will only be used in the aggregate. There will be no way your name will be associated with any material in the study. We will be sending you a form asking for permission to obtain this information from your permanent records. Will this be all right?

(25) _____ YES (1) NO (0)

IF YES: To what address should this be sent?

IF NO: Then could you tell us your final grade point average?

(26-29) _____ _____(RECORD AMOUNT) and how much

(30-32) _____ experiential learning, internship, or other nontraditional credit you received? _____(RECORD AMOUNT).

(33) _____ Was that quarter (1) or semester (2) hours?
(CHECK APPROPRIATE BLANK)

(79) = 1

(80) = 7

Thank you very much for helping us tonight.